



**Exploring Connections between Pre-service
Teachers' Expectations of their Career
Pathways and the Lived Experience of
Novice Teachers of that Career Path as it
Transpires**

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ABSTRACT

The issue of teacher attrition has affected almost every developed country in the world in the last quarter of a century. The possibility of a real shortage in well-trained, educated teachers is concerning and a waste of financial and time resources, especially when individuals undergo training in (public) institutions of higher education but end up leaving the teaching profession within the early years in the field. This research is based on the assumption that narrowing the gap between pre-service teachers' professional expectations and the lived reality of novice teachers in the field can create an easier transition from teacher preparation programs to the classroom.

The study adopts the thematic analysis approach of Braun and Clarke (2006), and incorporates two phases. Phase one involves a thematic analysis of an imagined "retirement" farewell speech written by nineteen first-year pre-service students as part of a coaching intervention workshop, in which participants implicitly revealed their motivations and expectations of their teaching career. Phase two involves a thematic analysis of semi-structured, in-depth interviews with six volunteers from the original nineteen participants from phase one, conducted seven years after the workshop, when the participants were in their early years of teaching in the field. A qualitative comparison was conducted of the thematic analyses of the pre-service teachers' expectations of their career path with their actual lived experiences in the field, with the aim of exploring whether there was a gap between the two, and whether any such gap could strengthen or weaken the motivation and resilience of novice teachers to overcome challenges during the beginning years of teaching.

Findings reveal that there was a discrepancy between pre-service teachers' expectations and novice teachers' lived experiences. However, those participants with less discrepancy gave the impression that they have a sense of self-efficacy, are able to employ various coping mechanisms to overcome challenges and fulfil their professional expectations, and are more likely to remain in the profession.

The thesis concludes with implications and suggestions for minimising the gap between pre-service professional expectations and novice teachers' lived experience.

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INTRODUCTION

In this section, I briefly introduce the research approach and design, aims of the research and research questions, the rationale, method of data collection and participants, as well as gaps in the current research. I refer to Braun and Clarke's thematic analysis approach as well as the theoretical lens through which I explore the field of inquiry.

Research Approach and Design

This research is an original practitioner-based comparative study of themes that emerged in a journal-writing task undertaken by nineteen pre-service teachers who participated in an intervention coaching workshop during their first year in a teacher training program at Talpiot Academic College in Holon, Israel, and themes that emerged seven years later during follow-up semi-structured interviews with six of the original nineteen participants.

The topic is approached through a comparative thematic analysis (henceforth TA). In terms of epistemology, the research relies on the assumption that language provides a mostly unidirectional reflection of meaning, and is therefore guided by an essentialist or realist paradigm, which reports experiences, meanings and the perceived reality of participants (Braun & Clarke, 2006).

In the analysis of the farewell speeches, the TA took a purely inductive form, to allow the content of the text to lead the analysis. The follow-up semi-structured interviews included questions derived from the themes that emerged from the previous TA of the farewell speeches, and therefore combined significant deductive elements in addition. Both data sources were analysed at a semantic level to reflect the explicit content, yet since the data in question involved a task that asked participants to imagine a situation rather than give a description of an actual experience, some elements of latent analysis were similarly appropriate.

I have chosen to acknowledge my own role in this study by taking a more reflexive approach that highlights, rather than avoids, my subjectivity as the researcher. Reflexivity has been defined as a self-examination of a person's own subjectivity, including their worldview, beliefs and judgements (Finlay, 1998).

Aim of the Research

The aim of this study was to conduct an in-depth exploration of possible connections between the indirect expressions of pre-service teachers' expectations with their reflections about their lived experiences as novice teachers during their early years in the field. The research explores the following questions:

- What are the connections between pre-service teachers' expectations of their career paths and their actual experience as novice teachers of that career path as it transpires in the field?
- What are potential implications of the connections between pre-service teachers' expectations and their lived reality as novice teachers with regard to their resilience during their early years in the field?

Given the exploratory nature of the research question and the phenomenological nature of the data involved, a qualitative approach has been chosen for the purpose of this study.

Rationale

The rationale of the study stems from my interest in finding a solution to the issue of teacher attrition that I have observed during my twenty years of experience as a pedagogical advisor. From my experience interviewing candidates as the head of the English Department at Talpiot Academic College, I have observed that people have a variety of motivations for entering the field and different expectations of the teaching profession. I have also observed that some motivations are stronger than others in retaining educators through the duration of an entire career. By identifying student teachers' motivations while they are still in training, it may be possible to identify those trainees who are likely to stay in the system for the long term and give better support to those who are more likely to leave. Moreover, the dissonance between expectations and the actual experiences encountered during the internship year is an overarching phenomenon that troubles even the most motivated individuals (Kjeldsen & Jacobsen, 2012). In spite of their interest in promoting student welfare, some cannot cope with the harsh realities surrounding their everyday work (Perry, 1996).

In response to this problem, I initiated an intervention coaching workshop in 2014 at Talpiot Academic College. The coaching workshop was designed to help participants gain self-knowledge and self-awareness with regard to the motivations and

values that had influenced their decisions to become teachers, as well as to promote realistic expectations of the teaching field. The long-term aim of the coaching workshop was to explore whether endowing pre-service teachers with inner tools of self-awareness and realistic professional and personal expectations can narrow the gap between their expectations and actual teaching experience, and thus increase the chances of novice teachers remaining in the field. A series of exercises and related journal-writing reflective tasks were geared towards fostering the core values associated with professional identity. Details about the coaching intervention workshop can be found in Appendix I.

The current study explores whether there is a gap between pre-service teachers' expectations expressed in one of the tasks in the coaching workshop, and the actual experience that a sampling of the workshop participants reported encountering as novice teachers in the early years in the field. The study combines two major disciplines: education and psychology. The discipline of education provides a value framework that students acquire, whereas psychology examines the developmental process of becoming a mature teacher who is more likely to stay in the field.

Method of Data Collection and Participants

This qualitative study was longitudinal in nature and involved two phases which took place over a seven year period: Phase one involved the thematic analysis of a journal-writing task (an imagined retirement farewell speech) written during the course of a pre-service coaching intervention workshop in 2014 at Talpiot Academic College. Phase two of the study took place in 2021. In phase two, six of the original nineteen participants from the coaching intervention workshop volunteered to take part in semi-structured interviews and to share their experiences and insights from their early years of teaching. The interviews were transcribed and thematically analysed. The themes that emerged from both phase one and two were then compared in order to determine if there was a gap between expectations and lived experience. The implications of any existing gaps were also explored.

Gaps in the Research of Attrition among Novice Teachers

Attrition among novice teachers has been widely studied and theories of teacher attrition are well-documented. Most studies and initiatives focus on the lack of support from external sources such as veteran teachers, the principal, and peers. In 2020, for example, the international Promentors Project (an Israeli-EU collaboration) was launched to provide external support to novice teachers (Promentors Project, 2020). The program involves novice teachers being matched with a mentor with whom to review and get feedback on challenges encountered in the classroom, the school environment, and the educational system in general. Despite the similarities and overlaps that exist with coaching and mentoring (Garvey, 2014), the potential benefits of introducing pre-service intervention coaching tasks into the teachers' training program have not been sufficiently explored. In particular, little if any research has attempted to connect the problem of novice teacher attrition with the gap between pre-service teachers' expectations and their perceived reality in the classroom.

Previous studies have focused on the aspect of lack of support, and have suggested coaching and mentoring for in-service teachers (Ingersoll, 2012; Harris, 2015). However, there is little research on the impact of incorporating coaching tasks into pre-service teacher training programs, as a way to narrow the gap between pre-service teachers' expectations and their lived reality as novice teachers in the field.

Summary of Introduction

In this introduction, I have discussed where my interest in the topic of this research originated. I have identified the problem of attrition with regard to novice teachers in the educational system, and outlined some of the difficulties that novice teachers experience in the early stages of their careers. I have explained the research focus and briefly described the methodology employed in the study. I have pointed out a gap in the field of teacher attrition. I explained the theoretical aim of the study: To explore whether there is a gap between pre-service teachers' expectations and the actual experience of novice teachers, and to uncover possible implications.

CHAPTER ONE -- LITERATURE REVIEW

1.1 Introduction

In this chapter, I discuss the conceptual and theoretical frameworks in the literature which are relevant to the conceptual framework of this study. I explore several main themes such as the problem of teacher attrition, motivations and expectations of pre-service teachers, challenges and support of novice teachers, coaching and mentoring, and coping mechanisms of new teachers in the field. The literature review reflects sources that inform the framing and analysis of the field-work.

1.2 Student Teaching: Rationale and Development

A set of beliefs concerning the teaching profession and the characteristics of those who teach interplays in such a way that the process of choosing teaching as a career and becoming a teacher affects that battery of beliefs and in turn is influenced by it (Zuzovsky & Donitsa-Schmidt, 2014). This suggests that the tacit array of beliefs, which lies at the heart of the teaching profession, ought to be addressed through the course of teacher education both implicitly and explicitly.

There are differences of opinion regarding the relative contribution of various individual and institutional factors to the teacher socialisation process (Zeichner, 1980). According to Lortie (1975), for instance, the socialisation of teachers occurs largely through the internalisation of teaching models during the thousands of hours spent as pupils in close contact with teachers. In Lortie's view, it is the activation of this "latent culture" with the onset of school experience that is the major influence in shaping students' conceptions of the teaching role and role performance. Formal training in pedagogy at the university, including student teaching, is seen as having little effect in comparison with the influence of pre-training experiences. On the other hand, some have argued that student teaching does have a significant impact on the development of teachers, an effect that is then strengthened during the early years of a teacher's career (Tabacnick & Zeichner, 1984). Despite the unanimity among the advocates of this position about the potency of impact, there is also much disagreement about the specific nature of the impact and about the individual and institutional factors that are related to student teacher development. The underlying assumption of this study is that student

teacher socialisation is rather negotiated and interactive. According to Tabacbnick and Zeichner (1984), what student teachers bring to their teaching experience gives direction to socialisation but does not totally determine the outcome of the socialisation process.

In the past, the teaching profession was often perceived as a craft or artistic endeavour (Eisner, 1994; Etzioni, 1969; Huberman, 1993; Lortie, 1975; Pratte & Rury, 1991; Schon, 1983). Today, however, teaching is often seen as a profession (Nenty, et al, 2015). Schön (1983; 1987) portrayed two images of the teaching profession: one as a "technical-rational practice", which derives its professional authority from the ownership of a unique theoretical and scientific knowledge base. This knowledge is then applied in solving practical problems. The second image of teaching is that of a "reflective practice," which derives its power from the professional tacit knowledge embedded in action that surfaces through reflection "on" and "in" action.

These dichotomies lead to two possible approaches to teacher education. The first approach is reflected in professional academic preparation, conducted mainly in higher education institutions with an emphasis on a broad academic knowledge base in a given discipline as well as in the disciplines of education (Paz, 2014). This approach receives further support in today's post-modern era, which is characterised by workers' high transference from one profession to another, so that teachers are in need of a common core of general education to facilitate this transference. Fully prepared and certified teachers are generally better rated and more successful with students than teachers without this preparation (Ashton & Crocker, 1986; Boyed at el. 2007; Evertson et al., 1985; Greenberg, 1983; Haberman, 1984; Olsen, 1985). In fields ranging from mathematics and science to vocational education, reading, elementary education, and early childhood education, researchers have found that teachers who have greater knowledge of teaching and learning are more highly rated and are more effective with students, especially at tasks requiring higher order thinking and problem solving. (Darling-Hammond, 1999). Interestingly, whereas subject-matter knowledge is often found to be an important factor in teaching effectiveness, it appears that its relationship to teaching performance is curvilinear; that is, it exerts a positive effect up to a threshold level and then tapers off in influence (ibid).

The second approach leads to a professional preparation conducted mainly in academic colleges of education with an extensive component of practical preparation

within the schools; it is geared towards a holistic education including cognitive, emotional and value-laden dimensions (ibid).

Furthermore, measures of pedagogical knowledge, including knowledge of learning, teaching methods, and curriculum, are more frequently found to influence teaching performance and often exert even stronger effects than subject-matter knowledge (Ashton & Crocker, 1986; Begle & Geeslin, 1972; Evertson et al., 1985; Ferguson & Womack, 1993; Guyton & Farokhi, 1987; Monk, 1994; Perkes, 1967-1968). It seems logical that pedagogical skills would interact with subject matter knowledge to bolster or undermine teacher performance. As Byrne (1983) suggests, insofar as a teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught.

Recent evidence also indicates that reforms of teacher education creating more tightly integrated programs with extended clinical preparation interwoven with coursework on learning and teaching produce teachers who are both more effective and more likely to enter and stay in teaching. An important contribution of teacher education is its development of teachers' abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. (Darling Hammond, 2000).

Talpiot Academic College, the setting of the current research, has adopted the second approach to teacher education, and trains its students accordingly in all subject areas. In accordance with Ministry of Education regulations, the English Department at Talpiot focuses on training pre-service, in service, and retraining students to be prepared for teaching in the Israeli educational system, both today and in the future (Vadmani & Inbar 2021). The courses offered to the teacher trainees cover the essential relevant topics of methodology, language proficiency, literacy skills, linguistics, technology and literature.

The English Department tutorials at Talpiot Academic College allow the students to enjoy personal attention, which includes advice and guidance from their instructor (ibid). Considerable effort is invested in the various aspects of teaching practice, such as lesson planning and classroom management, in order to provide

students with optimal preparation for their actual in-class experience, at the levels of both elementary and secondary school (ibid).

1.3 The Problem of Teacher Attrition

Teacher attrition poses serious challenges and is a constant concern because qualified and experienced teachers are in increasingly short supply regardless of the great number of people who obtain teaching qualifications, not to mention the loss of (precious) human and financial resources invested in their training. This observation has been explored in scholarly literature, notably in the works of Ingersoll (2003) and Ingersoll (2007).

Despite the opinion of the Swedish minister of education that “teachers are the most important professionals in a country that wants to invest in the future” (Svenska Dagbladet, 2010), the reality, according to the Organisation for Economic Co-operation and Development (OECD, 2008) is that there are more teachers leaving the profession than students enrolling in teacher training programs in Denmark, Germany, Sweden, the UK and the Netherlands. The UNESCO Institute for Statistics (2009) claims that half of the world's countries need to expand their teaching forces in order to be able to enrol all primary-school age children by 2015. A report by Garcia and Weiss (2019), projects that there will be a teacher shortage in the United States by 2025. As can be seen from the literature, teacher attrition is a global problem that exists in many countries (e.g. Fantilli & McDougall, 2009; Heikkinen et al., 2012; Ingersoll, 2001, 2003, 2004, 2007; Orland-Barak, 2010; Rooksvaag & Texmon, 2012; Skilbeck & Connell, 2003; Stokking et al., 2003).

Statistical findings also indicate that the main problem for schools is not a shortage of teachers entering the system. The real problem is that, even in countries where sufficient numbers of teachers are trained, many of the newly graduated teachers choose not to go into teaching at all (Luekens et al., 2004) or decide to leave after just a few years (Cooper & Alvarado, 2006). The comparative study by Stoel and Thant (2002) in eight industrialised countries shows that in the United Kingdom, 40% of trainee teachers abandon the profession in the first three years of service.

In order to solve the problem of teacher attrition, we must first discover its source. Borman and Dowling (2008) and Kirsch (2007) mention four main types of

factors that affect teacher attrition:

- a) Task-related factors: a demanding and time-consuming job, management of difficult classrooms, unsatisfactory work conditions, low compensation, restrictive administrative policies, unappealing tasks, and ultimately loss of interest.
- b) Individual factors: emotional and psychological characteristics that are incompatible with the teaching profession, and socio-demographic and professional factors.
- c) Factors related to the social environment: failed relationship with educational and social actors and difficult students.
- d) Socio-economic conditions: school expenditures, per-pupil spending, racial and ethnic composition.

Teacher attrition—and the subsequent shortage of qualified teachers—is a problem in Israel as well. Every year, approximately 6,000 novice teachers complete teacher-training programmes; 75% of them then enter the educational system (Israel Central Bureau of Statistics, 2018). After a period of five years, a third of them leave the profession. (Elyashiv, 2019). The main reasons that motivate teachers' decisions to leave the profession are related to the stressful working environment and poor job conditions. Suggestions to lower the attrition rate include raising the teachers' salary, reducing working hours, improving teachers' status, and providing mentoring and support (ibid).

According to Zuzovsky and Donitsa-Schmidt (2004), the main factors for teacher attrition in Israel stem from difficulties in ensuring appropriate incentives for effective teachers, a career structure that does not provide opportunities for significant advancement, burnout due to heavy teaching loads and excessive working hours, large class sizes and problems of discipline and violence within schools and finally, lack of appropriate guidance and support from the system in the internship year.

Among other characteristics, teacher self-efficacy heavily influences intention to remain in the profession (Bruinsma & Jansen, 2010). In their study applying the theory of planned behaviour to delve into participation in leisure activities among college students, Ajzen and Driver (1991) support the notion that intentions are the best predictors of actual behaviour, indicating the amount of effort one plans to invest in an activity. Pre-service teachers' motives for becoming educators are crucial to the decision to complete pre-service studies, and ultimately to remain in the profession (Bruinsma &

Jansen, 2010).

Understanding the causes of teacher attrition can help us contain this phenomenon. According to Borman and Dowling's research, creating an easier transition from teacher preparation programs to the real world of schools and classrooms, and providing greater teacher support within the crucial first five years of a teacher's career could significantly reduce teacher attrition rates (2008). A study conducted by Mark Adams (2016) suggests that a solution to attrition lies in developing appropriate emotional and psychological characteristics to strengthen teachers' resilience in the classroom and increase retention in the profession. According to Adams, coaching methodology can be used as an alternative to mentoring to help an inexperienced teacher draw from her inner resources to confront challenges. One example of a coaching methodology would be to give a coaching psychology workshop, where new teachers are encouraged to focus on "the facilitation of goal attainment, well-being and positive change in the broader population" (Grant, 2006; Palmer & Whybrow, 2007a, as cited in Adams, 2016). Reflecting on their experiences allows teachers to make "sense of their world in a way that helps them make new connections with their intentions, their behaviours and the outcomes of their leadership activity" (Porritt, 2021).

1.4 Motivation to Become a Teacher/ Pre Service Teachers Expectations/Job Satisfaction

Joseph and Green (1986) found that the most common reason for opting for the teaching profession was altruism. In addition, according to Lortie (1975), there may be a number of reasons to consider a teaching profession, such as working with young people, being in service, continuing an involvement within the educational setting, material benefits, security, and time compatibility, particularly when it comes to young women wishing to combine their career with raising children. According to Joseph and Green (1986), additional reasons include the need for stimulation and the ability to influence others, such as parents, spouses and other teachers. Some psychological motivations to become a teacher include the desire for authority, the love for children and the willingness to entertain and be in a less competitive field. When pre-service teachers choose to become teachers to receive external praise, external rewards or

because it was prescribed by others, they are acting on extrinsic motives. Intrinsic motives concern the desire to feel competent, gain mastery or satisfy curiosity (Sinclair et al., 2006). Gaining awareness of their intrinsic motivation to become educators, builds up student teachers' teaching identity and contributes to their resilience in the field. Being self-aware of their intrinsic motives may have important implications for their long-term commitment to the teaching profession.

Intrinsic and extrinsic motivations were found in a study that was seeking to determine which pre-service motivations would lead to staying in the profession for longer (Bruinsma & Jansen, 2010). In general, the pre-service teachers surveyed were more likely to be intrinsically motivated and less likely to rate themselves as extrinsically motivated. Participants who scored higher on extrinsic motivation were more likely to have a lower sense of self-efficacy. In another study, Manuel and Hughes (2006) surveyed 79 teacher candidates about their motivations for entering the field. The overwhelming majority picked personal fulfilment, enjoyment of the subject, working with young people, and lifestyle as reasons for choosing teaching. Far down the list were power, salary, and professional status. The relational aspects of teaching emerged as a very important factor for the candidates, both with students and with their 22 soon-to-be faculty colleagues. In the open-ended responses, the candidates expressed social justice reasons for their choice, such as "making a difference to children's lives," and "helping others" (p. 11).

Thomson et al. (2012) point to a large body of research that found that altruistic and intrinsic motivations predominate as reasons for teacher candidates to choose this field. This was another study that used surveys to gather information on motivations, gathering information on two previously developed scales. This was followed up with individual semi-structured interviews for each participant, allowing the study to get deeper meaning from the survey responses. The interviews consisted of 10 questions that allowed the interviewee to explain their answers more fully. The initial findings from the quantitative evaluation of the surveys was confirmed by the qualitative interviews.

Motivations for teachers in developed countries were motivated primarily by altruistic factors such as making differences in the lives of children (Heinz, 2015). Some teachers expressed wanting to shape the futures of their students and enhance social

equity. Sixty-three percent of the participants in one study in South Africa were altruistically motivated versus the 23% who were extrinsically motivated (Moosa, 2020).

There are nuances and subtle relationships remaining to be explored in the area of pre-service candidates' motivation to become teachers, but it seems well established that intrinsic, altruistic, and relational motivations are at the forefront of those reasons. The literature confirmed my initial belief that teachers entered the field to make a difference in children's lives and build enduring relationships. If these altruistic reasons motivate individuals to choose a career in teaching, one might ask what is the reason that between 40% and 50% leave within the first five years (Ingersoll & Smith, 2003). The first year of a new teacher is especially difficult in all districts, but particularly so in under-resourced urban districts, with all the demands of classroom management in the face of challenging behaviour, and the day-to-day minutiae of having one's own classroom (Worthy, 2005). Apart from the students, new teachers found challenges dealing with school culture, principal leadership, and manoeuvring relationships with other faculty members (Johnson, 2012). As discussed below, accountability measures have also had their impact on new teachers (Kauffman et al., 2002). Another study found that teachers had multiple reasons for deciding whether to stay in their present school, move to a new school, or leave teaching altogether and were most affected by their perception of their potential to be effective in the lives of their children (Johnson & Birkeland, 2003).

With regard to the question of why teachers stay in the profession, Brunetti (2001) surveyed California high school teachers about their job satisfaction and motivations for continuing to teach. Of the surveys returned, 66% were from teachers with 15 or more years of experience, so veteran teachers were well represented in his study. In follow up interviews with 28 of the teachers, in general, he found that teachers were quite satisfied with their careers, noting interactions with students, success with students, passion for their subject matter, a sense of autonomy, and feeling that they were in a position that was important within the larger society. In a more recent study, Tricarico et al. (2015) interviewed eight urban elementary school teachers after their first five years of teaching. The participants shared a strong passion for teaching and similar beliefs about the importance of teaching. They felt that teaching was more than

just a job; it represented a calling that gave them a sense of purpose and satisfaction. Another finding was that support from school leaders was a strong factor in their success. Having little or negative support from school leaders had the opposite effect of making teachers feel discouraged with their positions. By the time of Tricario's study, accountability measures were in effect, so it is worth noting that these teachers were still motivated by the same factors found to encourage teachers to enter the field. Tricario also discusses the possibility that the leadership style of the building principal could play a part in whether or not teachers choose to remain in the field.

In a study directly examining leadership style's relationship to job satisfaction in teachers, the link between transformational leadership and teacher job satisfaction was confirmed (Nichols, 2018). Transformational leadership is a method by which leaders enhance their followers' motivation, morale, performance, and job satisfaction by conveying a sense of shared vision and responsibility for success (Burns, 1978). Rowold et al. (2014) examined the role of leadership style in predicting job satisfaction, commitment, and perceived job performance in for-profit and nonprofit organisations. They found that nonprofit organisations were more likely to have a link between transformational leadership and job satisfaction compared to for-profit organisations, which would be in line with teachers choosing the field and staying in the field for reasons of "calling" and "making a difference." Transformational leadership, with its emphasis on shared vision, would fit well with teachers looking to make a difference in the world and finding satisfaction with leaders who shared their vision.

1.4.1 Professional Vision

Having a clear professional vision is crucial to instilling a sense of purpose as a teacher (Duffy, 2002). This will in turn determine how motivated the teacher will be to educate his or her students, and how much perseverance and resilience he or she will show when faced with obstacles (Hammerness, 2006). In a study by Parsons et al. (2017) of preservice teachers, most mentioned developing successful learners, motivated learners, and lifelong learners as key components of their vision. Each teacher then created at least a loose plan to reach these desired outcomes throughout the course of the school year. Doing so not only helped teachers to reinforce their purpose as educators, but also compelled them to actively plan more meaningful content

throughout the school year. A teacher's vision will have an incredibly strong impact on his or her work, "and therefore should be a part of teachers' preparation" (ibid).

Even individuals who join the profession with a strong vision experience challenges in their first year of teaching, as demonstrated in Scales' study (2013) of five preservice educators during this time frame. It is not only important to enter with a strong vision, but to be able to also thoughtfully adapt (Parsons et al., 2017). This thoughtful adaptation results in countless acts of metacognition -- using "active monitoring and consequent regulation and orchestration" of their visions in response to situations throughout every school day (Flavell, 1976, p. 232). Visions must also be "multidimensional" -- allowing for a wide variety of outcomes long- and short-term -- and stable enough to withstand these obstacles (Parsons et al., 2017).

Parsons et al. (2017) also emphasise the importance of enacting visions and the factors that support the maintenance and fruition of a teacher's vision. An example might be a supportive environment, friendly coworkers and management. Having a fixed educational vision is so important because it helps teachers to develop meaningful practises across time (Parsons et al., 2017). These practises not only reinforce individual educators' goals, but also help them to consistently adapt to "negotiate obstacles" (ibid). Of the nine participants in Parsons et al.'s (2017) study, eight still remained in the field of education seven years later.

1.5 Challenging Moments and Classroom Management Difficulties

The initial years of experience in teaching are very important for novice teachers since they face a variety of difficulties or unfamiliar conditions as much as they gain necessary skills. There are moments that arise during the course of teaching requiring a teacher to make an immediate decision about how to respond to a particular problem in practice. When such a problem arises, the teacher faces some challenges, which can be described as 'bumpy moments' (Romano, 2004, p. 665). Some problems that are perceived to have future implications or possibly affect the students in the classroom cannot be easily solved for any number of reasons, and they can be quite challenging for novice teachers. Adaptation, anxiety about abilities to meet the requirements and classroom management, the need to interact with other colleagues, time management

and lesson organisation, are some problems teachers face according to prior research (e.g. Olsan & Osborne 1991, cited in Kyriacou, 1993, p. 82; Talbert, 1994).

Teacher candidates can develop their teaching skills in meeting students' diverse learning needs, in recognising students' perspectives and in grounding their understanding of what it meant to be a teacher 'for real' (Busher et al., 2015). However, this process is a challenging experience for them. Senom et al. (2013) clarified this issue as follows: The transition from the teacher education institution to life in a real classroom has been characterised as a type of reality shock in which beginning teachers realise that the ideals they formed while training may not be appropriate for the realism they are faced with during their first year of teaching.

Öztürk and Yıldırım (2013) indicate that beginning teachers' transition from preservice education to professional practice is often 'unsettling' since the first years of teaching are also well known as being the most challenging period for new graduates in their careers. During this period they encounter the complexity of the teaching task, as also indicated by several researchers (e.g. (Dickson et al., 2014; Murshidi et al., 2006; Scherff, 2008; Wanzarae, 2007). Gordon and Maxey (2000) stated that novice teachers needed to receive not only professional support, but also emotional support from family, friends, co-workers and other teacher educators.

In his study, Veenman (1984) observed that "the transition from teacher training to the first teaching job could be a dramatic and traumatic one" (p. 143). Veenman identified eight problems: motivating students, dealing with individual differences, assessing students' work, relationships with parents, organisation of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students and also classroom discipline. He concluded that classroom discipline was the most serious problem perceived by beginning teachers. In a different study, Çakmak (2013) found out that classroom management is an important issue to deal with by novice teachers even after their first year of teaching.

1.6 Teachers Salaries

Teachers' salaries as defined by OECD are the average gross salaries of educational personnel according to official pay scales. According to the OECD's Education at a Glance 2021 report, global teachers' salaries vary significantly. In

general, the salaries of tertiary-educated teachers are based on two factors: their years of experience in the field, and the level of education they teach. Teachers with more than 15 years' experience can expect to earn an average of \$48,025 at primary level, rising to \$49,701 at lower secondary and \$51,917 at upper secondary. In Luxembourg lower secondary teachers with more than 15 years' experience can expect to earn more than \$109,000, with Germany and the Netherlands among other high-paying countries. At the other end of the scale is the Slovak Republic, where teachers at the same level, with the same experience can expect to earn less than a quarter of this - at around \$19,000.

The U.S. Bureau of Labour Statistics (BLS) reports that high school teachers earned a median salary of \$61,660 per year, as of May 2019. In other words, half of all teachers earned less than that amount, while half earned more. The median kindergarten and elementary school teacher salary was \$59,420, according to BLS. Salaries for beginning teachers trend lower than the median and vary by state. A salary study conducted by the National Education Association (NEA) indicated that the average starting salary for beginning teachers in 2017-18 was \$39,249 per year.

Why teachers' pay matters

Education providers need to recruit and retain the best-quality teachers to close learning gaps and ensure every child has access to a quality education, which is the UN's fourth Sustainable Development Goal (United Nations, 2020). According to the OECD Report (2021), "Compensation and working conditions are important for attracting, developing and retaining skilled and high-quality teachers and school heads." The OECD report further states that in addition to salary and work conditions, policy makers should also carefully consider the career prospects of teachers when it comes to ensuring high-quality teaching and sustainable education budgets.

The salaries of teachers in Israel are even lower than the general global average. According to an article published on Walla News from Oct. 4th, 2021, a report of the salaries division in the Ministry of Finance 2020 reveals that teachers' monthly salaries (14,000 NIS, which roughly is the equivalent of \$4,513) are 20% higher than the average salary in Israel (12,200 NIS). This would equate to teachers earning \$54,168 annual income. As Walla News reports, however, this figure is misleading and does not address the fact that veteran teachers earn almost three times as much as beginning

teachers who earn the minimum wage of 5,200 NIS monthly (\$1,676) which is the equivalent of \$20,112 annual income. The low salary for beginning teachers is an example of how the system discourages talented novice teachers from remaining in the field.

1.7 Support of Novice Teachers in Their Early Years of Teaching

Providing support to novice teachers can influence their decisions to stay in their jobs (Ingersoll, 2012). A higher percentage of new teachers who were assigned a mentor remained in teaching 5 years later compared to new teachers who did not have a mentor in the same content area (Gray & Taie, 2015). Teachers who received support—including having a mentor in the same field, having common planning time, and having scheduled collaboration with other teachers—were less likely to depart after their first year (Harris, 2015; Ingersoll, 2012).

To avoid early attrition and encourage teachers to continue in their career, education systems and schools need to provide strong support to teachers in their first years of teaching. Novice teachers are more likely to leave their jobs, particularly if they do not have peer assistance or administrative support (Barnes et al., 2007; Curtis, 2012).

Data from the 2018 Teaching and Learning International Survey (TALIS) show that, as a group, novice teachers – those with five years of experience or less – tend to have a strong sense of social commitment and openness to innovation. But these positive inclinations may be thwarted if novice teachers are required to work in difficult environments and if they are not systematically supported. As is true for beginners in any profession, novice teachers need time, support and guidance to improve their skills. Providing novice teachers with adequate assistance and guidance in their initial years is key to developing individual teachers – and to improving teaching as a profession. Evidence from TALIS 2018 shows that novice teachers only sometimes enjoy the type of supportive conditions they expected.

A study conducted by Glennie et al. (2016), “Retention and Satisfaction of Novice Teachers: Lessons from a School Reform Model” shows that questions pertaining to support for instruction focused on having performance assessed objectively, receiving appropriate feedback on teaching, working in communities to

develop and align instructional practises, and feeling encouraged to try new things to improve instruction.

The pressures of working in challenging school environments could affect teachers' motivation and willingness to remain in the profession. Even though novice teachers represent 19% of the teacher population across OECD countries, they are over-represented in schools with high concentrations of socio-economically disadvantaged students: 22% of teachers in these schools have 5 years of experience or less. Schools with large concentrations of disadvantaged students are best served by more experienced teachers, who tend to be more confident in their ability to work in challenging conditions (TALIS 2018).

1.8 Coaching

According to the Association for Coaching (AC), coaching is “a collaborative, solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee” (AC, 2015, as cited in Adams, 2016). Coaching is an important aspect of the teacher-education process as it provides new teachers with a variety of opportunities for both self-assessment and assessment on behalf of others. It can also provide meaningful mentor-mentee relationships resulting in spontaneous, valuable guidance and feedback dependent on the unique and personal experiences each teacher will face individually. Below is a description and summary of some of the most important facets of coaching, and how they relate to the mentorship needed for pre-service/novice teachers.

1.9 Group Coaching

The data for this current research was obtained from participants who had taken part in a group coaching intervention workshop that took place as part of a teacher training program. The goal of incorporating group coaching techniques into the program was to help the pre-service teachers clarify their visions and goals in order to improve their experience as novice teachers in the field of education. Group coaching is a powerful tool for creating goal-focused change and improving performance in organisational contexts (Brown & Grant, 2009). According to a coaching study done by

McDowall and Butterworth (2014), the use of coaching prompts and feedback can contribute to influencing change in a group, particularly in a work setting.

Group coaching is also effective as it provides a sense of “universality” and “altruism” to members of the group (Armstrong et al., 2013). By bringing together individuals with at least some shared purpose members feel connected to one another. By providing opportunities for group members to support one another, they also have the ability to give back to the group.

Not to be confused with *team* coaching, *group* coaching does not confine group members to having to share the same needs and goals (Brown & Grant, 2009). Team coaching involves a more unified group, with similar needs and a shared purpose. Group coaching is such a strong form of coaching in that it allows for individual needs and needs of different subgroups, while also placing an emphasis on “systems thinking,” or the needs of greater entities within the organisation (ibid).

Within the confines of the field of education, the cohort model is a popular method of group coaching (Horn, 2001). In this method, participants start and end the coaching on the same day. While they do not share the same exact experiences, they work through the same processes together as a group.

1.10 Coaching in Education

The past decade has witnessed a notable increase in coaching-related activities in educational contexts. Head teachers, principals, and college and university administrators have started to introduce coaching alongside more traditional continuing professional development activities (Van Nieuwerburgh, 2012). Coaching in education can take many forms and has an impact on a broad range of potential beneficiaries (ibid). Effective coaching has the potential to furnish individuals with job satisfaction and high motivation in whatever they undertake (Othman, 2018). Coaching can improve students’ motivation and enhance their ability to think and learn and may be conducive to the professional development of educators, who can capitalise on it to become more reflective and creative while improving on their work effectiveness and satisfaction (Armstrong et al., 2013; Thomas & Smith, 2009).

Nieuwerburgh (2012) suggests that modern education is about learning as well as encouraging young people to exercise “responsible choice”, that it should support

the “full development of human personality” according to the Universal Declaration of Human Rights (1948), that it plays a role in social justice and equity, and that it can influence the future success of people and nations. According to Nieuwerburgh (2012), if we accept that modern education is based on these factors, then it becomes clear that coaching plays a significantly beneficial role through supporting, encouraging, and challenging students and educators to enjoy the teaching and learning process. Through its person-centred learning approach, coaching, Nieuwerburgh argues, is a powerful way of supporting all those people involved in education. It supports the notion that learning should be personalised and challenging. Dewey’s approach (1963) proposes that both the student and teacher continue to develop and grow through the learning experience; this concept is a key principle of coaching in education, in that coaching is seen as having benefits for both the teacher and the students.

1.11 Mentoring

According to Hobson et al.’s report (2015), mentoring for teachers supports socialisation and acculturation, helps with writing assessments, improves understanding of job requirements, aids in establishing work priorities and goal-development, and helps foster a feeling of acceptance within the school environment. Mentoring, moreover, promotes student teachers’ participation and collaboration in the teaching process by providing opportunities to receive feedback and observations from the mentor, and an opportunity to reflect on how to improve the teaching experience (Næsheim-Bjørkvik, et al., 2019, as cited in Flores, 2019). Whalen et al. (2019) found through research on the challenges and experiences of six novice teachers that mentorship showed a positive correlation to their retention in the profession (ibid). Brown (2019) further supports this claim through her research on collaborative teacher-educator/student-teacher projects. Brown argues that in order for student teachers to feel comfortable with innovative teaching approaches, they need the support and trust of more experienced staff members (ibid). Wilcoxon et al. (2019) surveyed participants in the Career Advancement and Development of Recruits and Experienced Teachers Project, finding that it led most participants to feel an increased sense of empowerment in the workplace .

Walters et al. (2019) found that the student-teacher/mentor-teacher relationship can be a powerful professional development tool for the mentoring teacher as well, specifically with regard to reaffirming the mentor's own teacher identity and practises. A study conducted by the British Office for Standards in Education in 2020, Children Services and Skills on mentorships also supports the notion that strong partnerships benefit not only the mentee, but the mentor as well. The Sheffield Institute of Education cites the importance of utilising mentors familiar with current teaching methods based on research as a tool for creating stronger future teachers (2019).

The above-mentioned literature thus suggests that coaching could be a useful vehicle for positive change in educational settings. To extend this work Grant et al. (2010) explored the impact of coaching on teachers. They theorised that as teachers are the embodiment of leadership, teachers would benefit from developmental coaching that draws on theories of leadership. Grant et al. (2010) conducted a randomised, controlled trial with 44 high-school teachers to explore the impact of coaching on goal attainment, mental health, workplace well-being, and resilience. Participants in the coaching group received multi-rater feedback on their leadership styles and undertook ten coaching sessions conducted by professional coaches over a 20-week period. Participation in coaching was associated with increased goal attainment and resilience, reduced stress, and enhanced well-being in the workplace. Post analyses for the coaching group indicated that coaching enhanced self-reported achievement, humanistic–encouraging components of constructive leadership styles, and reduced self-reported aggressive/defensive and passive/defensive leadership styles. The results of the above studies provide useful indications that coaching in educational settings can indeed be helpful, both in terms of facilitating goal attainment and also in enhancing well-being from which both teachers and students may benefit.

Mentoring must conform to certain standards in order to be effective. Hobson and Melderez (2013) researched root causes of the failure of school-based mentoring between novice teachers and their mentors in primary and secondary schools. Their findings show that there must be clarity with regard to the meaning and purposes of mentoring in teacher education (ibid). Ofsted (2020) found that weak planning between the mentor-mentee led to weak curriculum implementation for both parties. Moreover, when the mentoring is judgemental, it can be detrimental to professional learning and

the wellbeing of novice teachers (Hobson & Melderez, 2013).

1.12 Values

The subject of values has been the focus of scholarly inquiry from the time of Aristotle until contemporary times. (Agne, 1999; Boyer, 1995; Combs, 1982; Hamacher, 1999; Jarrett, 1991; Rallis & Rossman, 1995). Naagarazan (2006) refers to the term “value” as a paradigm about what is acceptable and which serves as a guideline for success. Personal values are defined as emotional beliefs in principles which are favourable or important for the individual. Our values link emotions to our experiences, and guide our choices, decisions, and actions. Values are important in that they form, shape and change the attitudes of individuals towards different circumstances (ibid).

According to Collinson (2012), there are at least two sound reasons for researching teachers' understanding of their own values. First, because values are deeply internalised, they define personality, behaviour, and conscious and unconscious attitudes. Second, scholars associate self-knowledge of one's values, as well as the capacity to integrate and live according to those values, with the quality of being a good or expert teacher.

1.12.1 Values in Education

According to Bektas and Nalcacia (2012), in addition to possessing content knowledge, teacher candidates should also possess certain professional values. According to a study by Gökçe (2021), teachers' core values fit into three main categories: moral values, professional values, and cultural values. Gökçe's study suggests that the essential moral values teachers should have are virtue, sympathy, equality, affection, respect, humanism, and tolerance. Teachers who possess these moral values tend to show more concern with students' welfare and eagerness to cooperate with their colleagues. The essential professional values teachers should have are discipline, friendship, diligence, responsibility, devotion, and openness to change. Teachers who possess these professional values tend to be able to make independent decisions and take responsibility for their actions at schools (ibid, 2012).

1.12.2 Reflection as a Means for Unearthing Educational Values

Reflection has gained traction in the past two decades (Boody, 2008). In as much as some teacher educators see their role primarily as one of passing along knowledge about good teaching practises, teacher education must also pay heed to the development of the novice teacher's ability to exercise his or her judgement about when to use particular practises and how to adapt them to specific circumstances (Zeichner, 2005). This means making more visible to student teachers the thinking processes and reasoning that underlies their particular choices in the classroom. As Gökçe's study (2021) suggests, pre-service teachers can recognize their individual implicitly-held values and theories through reflection. According to Saylag (2012), teaching should be approached as a reflective activity, as reflective practitioners emphasise personal values being integrated into one's professional identity.

Nowadays, the teacher-education community considers reflection a generic pedagogical principle (Tsangaridou & O'Sullivan, 1997). Tsangaridou and O'Sullivan used reflective journals to report "micro reflection", which denotes "reflection that gives meaning or informs the teachers' day-to-day practice" (1997, p. 7). The interviews and reflective journals addressed issues that the teachers themselves viewed as problematic, how these issues changed for them over the years and what factors influenced such changes. Participants expressed common problems, concerns and frustrations concerning teaching and schooling irrespective of the fact that they worked at different schools. Day to day reflection emanated from ordinary experiences and served as a means of checking and fine-tuning teaching practises (ibid).

A Dutch study conducted on both novice and experienced teachers attempted to support the enhancement of participants "educational professionalism" (Biesta, 2009). The focus of the project was predominantly on emphasising teachers' reflections on their educational values and ideals, in order to better integrate those values into individual professionalism and use them to make an impact on students' learning. Biesta's underlying assumption is that all teachers hold educational values and ideals, albeit they might be covert and rather latent. Moreover, it follows that educational values subconsciously guide teachers' action, support decisions, inform a particular, educational way of seeing and understanding, and provide inspiration and motivation. As Biesta argues, educational values and ideals are not only about *what* teachers do;

they are also about *why* they do it – and why they continue doing it.

In Biesta's study (2009), teachers reported that the most important aspect of the whole teaching process had been the fact that through collegial dialogue with other teachers they were able to devote time to reflect on their work in a systematic way. One teacher quit his job after coming to the conclusion that he could not reconcile his educational ideals with more systematic features of his educational practice. However, upon understanding how educational ideals factored into his motivation to become a teacher in the first place, he did eventually return to the profession. Others indicated that they had gained a better understanding of how these values influenced their thoughts and actions, which in turn influenced their professional judgments. By way of systematic reflection on the normative dimensions of one's professional practice and a systematic exploration of the educational values and ideals at stake teachers were able to ponder why particular values or ideals were important, why teachers were giving them priority, and what the effect of such prioritisation was, both on their practice and on themselves. Beyond just becoming aware of their values and ideals, real change and learning ensued as teachers felt able to make both technical and normative judgments in their professional settings, which suggests the system and professional culture they worked in provided them with opportunities for professional agency in a broad sense (ibid).

1.13 Innovative Approach to Teaching

A study conducted by Stein et al. (2020) on integration of technology by novice mathematics teachers focuses on attitudes of novice mathematics teachers towards the use of technological tools in their teaching. The results indicated that the novice teachers were open to technological innovations, adopted different types of digital tools in their teaching, and believed that integrating technology into their teaching facilitates their pupils' learning and understanding.

Education needs to make an instructional shift to ensure that students succeed as the innovators of the future (Alismail & McGuire, 2015). The integration of twenty-first century skills in the curriculum is not only beneficial to students and teachers, but also necessary to prepare students for their future careers. Innovative teaching gives students the opportunity to enhance academic and social skills as they communicate and share

information, organise their ideas, and express opinions while preparing a project or conducting research through online experience. By allowing them to create and collaborate using the latest technologies, educators can link students' current knowledge with authentic experiences that motivate them.

Twenty-first century skills can be classified in three broad domains (National Research Council, 2012). The *cognitive* domain includes competencies related to critical thinking, reasoning and argumentation. The *intrapersonal* domain concerns beliefs and motivation in learning, metacognition and self-regulated learning. The *interpersonal* domain includes competencies related to collaboration and leadership, for example effective communication and responsibility. Haug and Mork (2021) conducted a study, which emphasised how twenty-first century techniques engaged the students and improved the level of their motivation and learning in all three domains. In addition, the willingness of teachers to try out innovative ideas and teaching methods is an important step towards professional growth (Haug & Mork, 2021).

1.14 Teacher Migration

Randi (2017) addresses the issue of novice teacher migration and points out that in their first years, teachers who remained in teaching adapted to their particular schools or found a better match for their talents in a different setting. TALIS data show that, on average across OECD countries and economies, 22% of novice teachers, compared to 19% of more experienced teachers, would like to change to another school if that were possible. To avoid early attrition and encourage teachers to continue in their career, education systems and schools need to provide strong support to teachers in their first years of teaching.

The relational aspects of teachers' working conditions have a strong influence on their job satisfaction and intention to remain at the school (Jo, 2014; Johnson et al., 2012). Teachers tend to report greater job satisfaction and the intention to remain in their schools when they have positive feelings about the school's leadership and their relationships with colleagues. Turnover rates are lower in schools where teachers report better principal leadership, more autonomy within the classroom, and richer opportunities for professional development (Ingersoll & May, 2012). Where teachers

report higher levels of participation in school decision-making, turnover is also lower (Liu, 2007).

1.15 Teaching as Teacher-student Partnership

Cole et al. (1997) opined that people are the greatest assets available to an enterprise and also the only assets that can work against organisational goals. In relation to education the government should realise that teachers are the greatest agents that can create favourable backgrounds that would effectively describe teachers as those who mediate pupils' learning and act as facilitators or research persons in learning situations. According to Cole et al. (1997), these teachers plan, organise, manage, guide and monitor learning activities to ensure that the right type of learning takes place effectively in the learners. Umoren (1999) also described a teacher as a model who stands in a special relationship of trust to the children and community and also represents certain ideas / values that children must imitate. Therefore, if these teachers are not motivated to carry out this task effectively, they can work against the realisation of the educational objectives by the way they discharge their duties and this will be evident in low academic performance of pupils.

The quality of the relationship that a student shares with his or her teacher is associated with a multitude of academic and behavioural outcomes, such as engagement in learning activities, interpersonal skills, environmental adaptability, and achievement across multiple domains (Chestnut & Hajovsky, 2021).

Chapter Conclusion

The literature has challenged, confirmed and added to my current understanding of many of the concepts and issues related to the current field of inquiry. It has shed light on the research questions I identified for this research. The methodology will be introduced in the next chapter.

CHAPTER TWO -- METHODOLOGY

2.1 Introduction

In this chapter I describe the methodological design and philosophical underpinnings of this research. I explain how my professional position as a practitioner-researcher might have caused a subjective bias and how this acknowledgement shaped the structure of the research and influenced my decision to conduct qualitative research and adopt a reflexive approach. This was a two phase study. I describe the research participants in both phases and discuss the research procedures and how the data was analysed. The methodology of each phase is discussed in turn.

2.2 The Philosophical Assumptions and Position of the Research

This research is positioned within an interpretivist paradigm. Therefore, a thematic analysis (henceforth TA) was the chosen method of analysis. As opposed to content analysis, TA is theoretically flexible in that it recognises the fact that underlying theoretical assumptions, whether consciously acknowledged or not, cannot be avoided (Braun & Clarke, 2019). TA is associated with the phenomenological research tradition, as both are concerned with the exploration of participants' views and experiences. In line with the theoretical assumptions of the current study, phenomenological approaches emphasise the importance of personal interpretation and allow insights into people's subjective perspective and motivations.

2.3 Nature of the Study

This qualitative study used two types of data – the first phase involved a task in a coaching intervention workshop, in which the participants were asked to imagine and write a farewell speech they would give at their future retirement party. The participants needed to broach and address their professional expectations in an indirect fashion, rather than explicitly. Given biases such as social desirability, this indirect approach to data collection was preferable than eliciting the participants' professional visions directly.

Data from the first phase of the research included texts (i.e. the farewell speeches) written by the participants, and the study aimed to identify shared patterns of meaning across the visions described by participants. For this reason, a thematic analysis (TA) was the chosen method of analysis. Grounded theory (GT) was also considered as a potential method for analysis, yet I decided to choose TA following Braun and Clarke's (2021) recommendations, since the development of grounded theory was not sought as part of the study. TA is associated with the phenomenological research tradition, as both are concerned with the exploration of participants' views and experiences. In line with the theoretical assumptions of the current study, phenomenological approaches emphasise the importance of personal interpretation and allow insights into people's subjective perspective and motivations. Another widely used phenomenological method that was considered alongside TA for the purpose of the study was Interpretative Phenomenological Analysis (IPA). Upon reviewing IPA's typical focus and the research context, TA appeared to be more appropriate, particularly for the first stage of the study, for several reasons: first, the research question aimed to capture concepts that went beyond personal experience, such as shared patterns of expectations and motivation. Second, the data source in question is not limited to interviews, and third, the analytic focus was more around common themes than individual cases (Braun & Clarke, 2021).

TA is not a singular method, but rather takes on different forms according to the study's aims, and may be inductive or deductive, semantic or latent (Braun & Clarke, 2021). Braun et al. (2019) identify three broad types of TA:

1. Coding reliability approaches: characterised by early theme development, codes are evidence for themes, and themes are viewed as topic summaries.
2. Reflexive approaches: characterised by later theme development, themes develop from codes, which are perceived as an inherently subjective action.
3. Codebook approaches: combine some of the characteristics of reflexive approaches with a more structured approach to coding.

Since the current study was conducted by a practitioner-researcher, I sought to accept and fully acknowledge my part in the study as suggested by Finlay (1998). Therefore, a more reflexive approach that highlights, rather than avoids, my subjectivity seemed to be

warranted. Reflexivity has been defined as a self-examination of a person's own subjectivity, including their worldview, beliefs and judgements made throughout the research process (Braun & Clarke, 2021).

The research entails a subjectivist epistemology and relies on the assumption that language provides a mostly direct reflection of personal meaning and experience, and therefore is guided by an essentialist paradigm (Braun & Clarke, 2006). In the analysis of the farewell speeches, the TA took a purely inductive form, to allow the content of the text to lead the analysis. The follow-up interviews included questions derived from the themes that emerged from the previous TA of the farewell speeches, and therefore combined significant deductive elements. Both data sources were analysed at a semantic level, i.e. I focused on the explicit meaning of the speeches, yet since the data in question involved a task that asked participants to imagine a situation rather than give a description of an actual experience, some elements of latent analysis, which aims to examine the implicit meaning that possibly underlies people's words, were similarly appropriate.

2.4 Aim and Research Questions

The aim of this study was to conduct an in-depth exploration of possible connections between the indirect expressions of pre-service teachers' expectations with their reflections about their lived experiences as novice teachers during their early years in the field.

The research explores the following questions:

- What are the connections between pre-service teachers' expectations of their career paths and their actual experience as novice teachers of that career path as it transpires in the field?
- What are potential implications of the connections between pre-service teachers' expectations and their lived reality as novice teachers with regard to their resilience during their early years in the field?

2.5 Research Participants

This research involved participants who took part in a voluntary intervention coaching program for first year students in the English department at Talpiot Academic College, a teachers' training college located in Holon, Israel. The study consisted of two phases. In the first stage, nineteen participants wrote imaginary farewell speeches. In the second stage, six out of the original participants from phase one voluntarily agreed to participate in semi-structured interviews. The recruitment process is described as part of the research context in section 2.6.

2.5.1 Participants of Phase One

A total of 19 female student teachers took part in the first phase of the study. They participated in a coaching intervention program (described in Appendix I). The participants were first year students who applied to the English department of a teachers' college in Israel in 2014; their backgrounds varied as did their motivations for training to be teachers. Their ages ranged from 21 to 35. Some of the participants were on the regular B.Ed teacher education track, while others were in an academic re-training program, and had other educational qualifications and/or qualifications in other fields. All of the participants were Jewish, and their religious backgrounds ranged from Orthodox Jewish to Jewish secular. They originated from different areas in Israel and represented diverse socioeconomic levels. Most of them were not native speakers of English. The nineteen students who took part in the study were offered this workshop as they were first year students, and at the time of the intervention none of them had teaching experience. This helped ensure a "naive" or "pure" response to the tasks, without any interference or influence from veteran teachers or attitudes based on any previous personal encounters in the classroom. Participants' background information is presented in Table 1a. The names of the participants were changed in order to maintain their anonymity.

Table 1a - Participants' Phase One Background Information

Participant	Marital Status	Children	Age	Family Income	Religious affiliation
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Elise	Married	children	Over 30	Above average	Secular
Shy	Single		Under 25	Above average	Orthodox
Lexie	Single		Under 25	Average	Conservative
Daisy	Married	children	Over 30	Above average	Secular
Dana	Single		25-30	Above average	Orthodox
Lucky	Married	no children	Under 25	Above average	Orthodox
Emily	Married	children	25-30	Average	Orthodox
Sophia	Married	no children	Under 25	Below average	Orthodox
Joy	Married	children	25-30	Average	Conservative
Marry	Married	children	Over 30	Above average	Conservative
Medison	Married	children	25-30	Above average	Orthodox
Rose	Single		Over 30	Average	Secular
Elizabeth	Married	no children	Under 25	Below average	Conservative
Helen	Married	children	Over 30	Above average	Orthodox
Nina	Single		Over 30	Average	Secular
Shanon	Married	no children	25-30	Above average	Secular
Ronda	Single		25-30	Above average	Secular
Donna	Married	children	Over 30	Average	Secular
Britney	Single		25-30	Average	Conservative

2.5.2 Participants of Phase Two

Of the nineteen participants of phase one, six participants were available and willing to take part in the follow-up stage of the study which involved semi-structured

interviews seven years later. Some of them had changed their marital status and some had given birth to additional children. Some due to their marriage changed their religious affiliation. All six participants had completed their internship year in schools. Some continued teaching at least three years in the school system, others took a long maternity leave and then returned to the school system. They all voluntarily agreed to be interviewed.

Table 1b illustrates the change in some of their parameters which also affected their decision making after their internship year in schools.

Table 1b - Participants' Phase Two Background Information

Participant	Marital Status	Children	Age	Family Income	Religious affiliation
Elise	Married	children	Over 30	Above average	Secular
Dana	Married	children	25-30	Average	Orthodox
Lexie	Married	children	Under 25	Average	Conservative
Sophia	Married	no children	Under 25	Below average	Orthodox
Rose	Single mother	children	Over 30	Average	Secular
Joy	Married	children	25-30	Average	Orthodox

2.6 Research Context: Coaching Intervention Program

The participants for both phases of the study came from a coaching intervention workshop they had taken as first year students at Talpiot Academic College. In addition to their required first year English proficiency courses and some basic pedagogy courses, the first year students were taking a methodology course entitled "Dynamics of Tutoring." Within that course, I integrated an optional coaching intervention workshop. Students with no prior teaching experience were invited to participate in the workshop. The coaching workshop comprised seven sessions, and most of the discussions were conducted in a group and included little personal interaction between the lecturer and

the participants. At the end of each group coaching session the participants received a specific task as a follow-up to the session. See Appendix I for a more detailed description of the intervention program.

In the sixth and seventh tasks in the coaching program, participants were asked to imagine that they were at the end of their careers, standing in front of an audience invited to their farewell party, and to write the speech that they would give in that situation. They were asked to thank their audience, their partners and the important people in their lives and in their professional journey. In addition they were asked to talk about their beliefs, their accomplishments, and their challenges. The purpose of this task was to help participants reflect upon and articulate their plans and dreams for the future, explore their professional and educational relationships with colleagues and pupils, express their hopes, set their long term goals in life and clarify their professional vision. The intention was to compare the themes that emerged from the farewell speeches with themes that would emerge from semi-structured interviews with a sampling of the same participants seven years later, when they were still novice teachers. The underlying goal was to explore if there was any gap between the students' pre-service professional expectations and their lived reality as novice teachers, and then look at possible implications of any existing gap.

2.7 Research Procedure

2.7.1 Data Gathering Phase One

In phase one, the data collection consisted of the nineteen farewell speeches that were taken from the participants' reflective journals as described above. At the end of the workshop, the participants submitted their journals to me for the purposes of this study. The speeches were then thematically analysed to identify themes that emerged.

2.7.2 Data Analysis of Farewell Speeches

The farewell speeches and the data from the follow-up interviews were analysed using thematic analysis (Braun & Clarke, 2006; 2021). Accordingly, the analysis included six phases:

1. Familiarisation with the data

As part of this phase, I read the speeches and transcripts several times to become more deeply involved and closely familiar with its content.

2. Coding

I created codes that captured significant features from the entire dataset. For the purpose of maintaining a broader, more coherent analytical perspective (Yardley, 2008), a second, external researcher then reviewed the codes and added comments. We discussed the codes and comments, and I then finalised the list of codes. It should be noted that, in line with Braun and Clarke's view (2019, 2020, 2021), I recognised that the process of coding was inherently subjective and could not adhere to a single standard of accuracy. The aim of using an external researcher was therefore not to establish inter-rater reliability, but to use an additional set of (more experienced) eyes for a critical view that could elicit a reflexive discussion. Once the coding was complete, I collated all of the codes along with the relevant data.

3. Generating initial themes

I examined the codes across the entire dataset to identify common patterns that could potentially serve as themes, and then organised the data relevant to each possible theme in preparation for the next phase.

4. Reviewing themes

In this phase, I examined the possible themes to check if they were accurate and sufficient in portraying the narrative conveyed by the data, and adjusted and/or removed them accordingly.

5. Defining and naming themes

As part of this phase, each theme was analysed and refined to establish its final scope and focus. I also chose descriptive names for the themes, attempting to choose those that would appropriately capture the essence of each theme.

6. Producing the report

I then gathered the final themes and arranged them in a manner that best presented the data and the analytic narrative that emerged from it.

2.7.3 Data Gathering Phase Two

The second phase, which involved conducting semi-structured interviews, took place seven years later. All nineteen participants were approached to be interviewed but only six responded and agreed to take part in this stage. The interviews attempted to compare the pre-service educational vision (expectations) to their lived experience of teaching, seven years later.

Due to the circumstances of the Covid-19 pandemic, the interviews were conducted using the Zoom online video chat application, and each interview lasted 45-60 minutes. Participants signed a consent letter at the beginning of each interview giving permission to record the conversation (see Appendix II). The recordings were later transcribed verbatim.

The interview schedule included questions about participants' educational and professional perspective, as well as questions regarding their experience of teaching in recent years compared to their first three years of teaching. In addition, the interview questions related to the subjects that emerged from the thematic analysis, such as professional development and relationships with pupils, and each participant was presented with quotes from their personal farewell speech from seven years' previously to elicit an elaborated comparison between their pre-service professional vision and their later experience. The interview questions are listed in Appendix III.

2.7.4 Data Analysis Semi-structured Interviews

The follow-up interviews were also analysed using thematic analysis (Braun & Clarke, 2006; 2020). Accordingly, the analysis included the same six phases as in phase one of the study. Once again, after the themes were identified, they were arranged in a manner that best presented the data and the analytic narrative that emerged from it.

2.8 Ethical Considerations

Some important ethical considerations were taken into account with regard to participants' anonymity, harm, confidentiality and informed consent. Before registering for the coaching workshop, along with information about the workshop, the students were informed about the research and offered to take part. All of the participants in phases one and two were assured that their anonymity would be strictly maintained

throughout the study. Participants' names have been changed, so that their real names never appear in this research.

The participants in phase two volunteered to participate in the semi-structured interviews, were fully aware of the purpose of the interviews, and consented to the fact that they were recorded for further analysis. The consent form for participants in phase two can be found in Appendix II. With regard to the ethical consideration of harm, participants were informed that their participation in the workshop, along with the assignments they completed within the framework of the workshop, would not affect their grades or the results of their studies in any way. In both phases, the confidentiality of the participants, the safekeeping of the data, and the opportunity to debrief or withdraw at any stage was ensured. Nobody but myself had access to the participants' journals or interviews.

CHAPTER THREE -- RESULTS

3.1 Introduction:

In this chapter I present the results of the study. These results are presented in two sections: 1) A thematic analysis of the themes that emerged from the farewell speeches in phase one; 2) A thematic analysis of the themes that emerged from the semi-structured interviews in phase two.

3.2 Thematic Analysis of Phase One - Farewell Speeches

The themes that emerged from the thematic analysis of the nineteen farewell speeches were divided into four main categories under which additional sub themes emerged. See Table 2. These themes are discussed below.

Table 2: Phase One Themes and Sub-themes

Themes	Sub-themes
Career Aspirations	Ambitious career paths Making a difference
The Challenges of Teaching	A strenuous job, Making adjustment efforts Personalised learning
The Benefits of Teaching	Continuous personal growth
Teacher-Student Relationship	Warm and close relationships Teaching as a partnership A satisfying accomplishment The importance of social sources of support

3.2.1 Career Aspirations

3.2.1.1 Ambitious Career Paths

As part of their expectations of their teaching career, participants described several paths they hoped their future career would lead them to in terms of professional development. It seemed that for many, the desired development involved further

education, career variety, and promotion to senior teaching and management positions. Most envisioned these positive career changes as the result of their passion and self-directedness and something they were able to aim for after gaining post-qualification experience.

Ronda, for example, described the attainment of professional and academic qualifications along with a motivation for continuous, career-long development:

“Along the years, I have gained a couple of certifications, a second degree in English, and I still keep dreaming about further professional development.”

(Ronda)

Helen described how her wish to pass on her knowledge and help other teachers would guide her decision to pursue a graduate degree in counselling:

“I felt that I want to help more teachers to do their job right, to feel that they are part of building their pupil’s life. So, I decided to study and get an MA degree. I wanted to be a counsellor for new teachers in order to help them start on the right foot.” (Helen)

For some, such as Joy, the sought after career variety included teaching in different school levels:

“I taught in elementary schools, junior high and high schools for many years.”

(Joy)

For others, like Rose, this variety involved a move to teaching outside the formal education system:

“As you all know, after working for many years as an English teacher in junior high, I then decided to dedicate my work to teaching English in the non-formal education system.” (Rose)

Several participants mentioned professional promotions within the schools they had worked in:

“At the young age of 21 I started this journey with a B.Ed. from Talpiot College and till this day now I am 15 years the principal at this school...” (Sophia)

“After a few years as a junior high teacher, I was appointed as the head of the English department in school. That gave me a whole different point of view as an English teacher”. (Madison)

“Later, I was promoted to an excellent supervisor position and as a result, my interaction with the students was reduced. However, I changed, improved and upgraded the failed procedures of the system so I interacted with the pupils indirectly. When the time passed by, Talpiot College was searching for an English teacher and that is how I started my role there. Joining Talpiot College helped me fulfil my last aim to achieve.” (Joy)

“Who knows...maybe this time, finally, it will be a dreamy village in South America where I will be volunteering as an English teacher.” (Rose)

“After gaining enough experience and self confidence, I allowed myself to work in a high school and to escort my students toward the Bagrut”. (Madison)

“I was so happy that I decided to do my second degree in educational consultation because I wanted to influence more. And so I did. They say you never forget your first love and they are right. The love that I have for the English language led me to become the English coordinator at the age of thirty nine and ten years after I fulfilled another dream of mine- to become an English lecturer in some of the finest colleges and universities in the country. ”(Shanon)

“My students made me who I was as a teacher and have picked me as Teacher of the Year of Yediot Aharonot”. (Madison)

3.2.1.2 Making a Difference

This theme describes participants’ view of a central goal and motivation associated with their teaching careers – the ability to make a difference. Making a significant impact on students’ education and/or personal lives was seen as an inherent part of the teacher’s job, and in some cases, this possibility played a major role in their career choice.

“I came with my new bag, full of ideas, things I have to do in order to make a difference. “ (Elise) (Nina)

“When I started teaching so many years ago, I was a fresh teacher with great ideas and ambitions.” (Lexie)

“I decided to be a teacher because I wanted to be meaningful, I wanted to help other people to become better people.” (Emily)

“I'm hoping to be remembered by my students for the teacher who made a change, even the smallest in their lives.” (Mary)

“The teaching profession has a great impact on the growth, development and wellbeing of the students. Good teachers are the reason why ordinary students dream of doing extraordinary things.” (Elisabeth)

“I decided to become a teacher because I wanted to influence other people's lives...” (Shanon)

Often, the motivation to help students reach their potential was seen as a central way of making a difference:

“I entered a profession dedicated to assisting children to achieve their potential, finding their way in the world.” (Elise)

“In summary, as I always say, people become teachers in order to make a difference in the students' lives, to teach them that they can accomplish their goals, dreams and become whoever they want to be.” (Lexie)

“You became these magnificent people, full of values and ideals, like I always wanted. I know that you'll do your best to pass these values and education to your precious children. (Britney)

“My job is to get students to believe that their role is to allow themselves to be seen, not just for who they are, or have been, but for who they could be.” (Ronda)

For some, the ambition to make a difference took a more elaborate form in their vision, and was described as a personal passion connected to a broader sense of mission that would help others with their educational and communal goals, and in some cases, to the creation of a highly influential project.

“As a person who struggles with learning disabilities all of my life, I believe today, as I did then, that anyone can learn almost anything and excel if he or she is only given an opportunity.” (Donna)

“My goal was to help less privileged communities to be exposed to the wonderful and most necessary English language. Opening our first community class was an incredible challenge. People were not as open to the idea as I thought they would. Most of them gave up on themselves years ago because of poor achievements in school or some hurtful remark someone told them years ago about being stupid or freaks”. (Rose)

“And indeed, my first years as a teacher in special education caused me immense satisfaction, but still I felt that I can give teenagers something extra: a tool box for the real world outside the classroom. ” (Shanon)

“So, I wanted to help children from different backgrounds to have a glimpse and to experience most of the professions that exist. This is how the "university of life" project was born. Today, nearly 25 years later, as I see the contribution of our project in reducing inequality, I'm proud. The project allows children from all parts of the population to experiment, experience and aspire.” (Nina)

“And now, at the age of sixty two, I'm still dreaming. I'm dreaming of finding more ways to improve the teaching methods for English. I'm travelling all over the world, participating in many conferences and continuing to learn how I can be better in order to pass it to the younger generation. This is my legacy- always try to do more, to give more and most important of all - don't stop dreaming”. (Shanon)

3.2.3 The Challenges of Teaching

This theme refers to challenges that the pre-service students envisioned encountering, such as teaching being a strenuous job, and needing to make adjustments and personalise learning to meet the needs of their students.

3.2.3.1 A Strenuous Job

Alongside the optimistic parts of their vision, participants acknowledged their future role would also include a great deal of hard work and desperate moments, particularly in the earlier stages of their career. Those difficult experiences were often described as accompanied by a debilitating sense of insecurity and self-doubt, and at times, revolved around the issue of class management. The need to develop skills was seen as a test of self-regulation and involved developing the ability to control their emotions, reactions, and time-management skills.

“There were times when I wanted to quit. The road was rough.”(Elise)

“Frankly speaking, the road as a teacher was not easy for me.” (Daisy)

“There were even times when it seemed impossible and I wanted to give up, but finally, I have learned through hard experiences... “ (Dana)

“The first year was a hard one, the second year too. Since then it has been more than twenty years. Twenty years of hard work, of PTA meetings, of tests and marking grades.” (Donna)

“... I must say days have been tough.” (Sophia)

“When you [the pupils] destroyed my lessons, I stopped myself from getting furious and thought ‘these students are like my children, do I shout at my children? Of course, I will not.’ So I took a deep breath, I waited for you to become silent, and when you finally did, I continued my lesson.” (Lucky)

“20 years and G-d knows how many pupils, sitting in their place, listening to every word trying to save the knowledge. But not all of them were like that. I remember the noisy ones. We used to call them class boomers. The "energetic" kids – the pupils that tested us every day. This was a real test of classroom management.” (Donna)

“My brain was full of how things 'should be', according to what we were taught in practical work and in the courses and workshops we took in college, but there was very little room for how things 'were'.” (Elise)

3.2.3.2 Making Adjustment Efforts / Personalised Learning

Another theme emerging from the data concerned the challenges of teaching focused upon the adjustment efforts participants anticipated their role would require. Participants referred to the need to become skillful in finding new ways to engage their students and to adjust their teaching to the diverse needs of different types of learners. They repeatedly highlighted the creative efforts this process necessitated, as well as the need to gain independent insights through experience, as these aspects of teaching were not part of their formal training.

“I remember the quiet ones. I remember the ones that had a lost look on their faces. And their faces made my brain work harder, plan better, adjust the material differently. Try another way and another way – to make it easier for them. Because I was the teacher, and I knew they needed my help. I remember the pupils with the spark in their eyes, with the understanding looks. I remember the ones that knew all the words before the others, the ones that read before the others. And I knew I needed to adjust the material for them as well.” (Donna)

“My biggest challenge in this period of time was to take these students who came with all kinds of thoughts and beliefs (which “surprisingly” were not all positive) and engage them to learn English. I had to work hard and to be super creative in order to engage them. I can’t say that I’ve succeeded with each and every child, but I can say that I did my very best.” (Madison)

“But each child is unique. When you come to teach, be flexible. Just like our life is flexible, we plan something and get something else. We as teachers need to always remember to be flexible. Always try new ways.” (Donna)

“The gap in those early days between what I thought I needed to teach and what the students actually needed to learn was wide”. (Elizabeth)

“I tried to make interesting lesson plans, with topics that were closer to your personal world and your technological world; I used PowerPoint presentations, videos, movies, and songs.” (Lucky)

“In my career as a teacher, I've always tried to make learning fun and worthwhile, I'm hoping some day my students will appreciate what I've done and will pass it on to the next generation.” (Mary)

“I tried to be attentive, to take care of each one of you, and to help with everything you needed.” (Lexie)

3.2.4 The Benefits of Teaching

This theme involves the benefits that the pre-service students envisioned regarding their continuous personal growth.

3.2.4.1 Continuous Personal Growth

This theme depicts the positive outcomes of their teaching experience in terms of personal growth. Participants described different forms of personal growth with regard to personal values, skills and knowledge they would acquire throughout their career, including emotional understanding, learning and teaching strategies, and most of all – self-knowledge and personal awareness. Many stressed gaining insight into the significance of continual learning in their role as teachers:

“I thought to myself that I was the teacher and the students were my pupils. Apparently, I was wrong. It took me a while to understand that I was the pupil.” (Elise)

“In teaching others we teach ourselves’. I am still learning and hope I always will.” (Elise)

“As teachers, we always need to keep learning.” (Donna)

“I am packing up all my wonderful memories, achievements, knowledge and skills I have collected throughout my teaching years and taking them with me anywhere I go.” (Rose)

Lexie highlighted the profound personal and professional change that would be part of her future career as a teacher:

“I am not the same educator as I was at the beginning of my teaching period. I have changed and grown.” (Lexie)

Daisy explained how her teaching experience pushed her to challenge herself and improve her independent learning skills, that would in turn improve her pedagogical practice:

“I learned how to do research, find information and understand what the young generation needs today in order to be really productive.” (Daisy)

“...Finally, I have learned through hard experience that you cannot wait for the answers to come to you. You need to go out and find them.” (Daisy)

For some, like Mary, the longed for self-improvement centred mostly upon relational values:

“...I've learned so much throughout the years. I think it made me a better person, I learnt about being patient, tolerant, respecting others and many other values.”
(Mary)

Others, like Rose, emphasised the strength, resilience and self-reflection abilities gained through challenging experiences:

“Each of those exciting, frightening beginnings I went through made me a stronger and wiser person, and taught me a lot about people - but mostly about myself!” (Rose)

“Over the years, I have understood the meaning of true love and devotion.”
(Ronda)

“Today after 30 years, I gained a great deal of knowledge about my inner self and about other people in my life.” (Ronda)

“I have realised that working with children brings with it a great compassion.”

(Daisy)

3.2.5 Deriving Meaning from Relationships with Students

3.2.5.1 Warm and Close Relationships

A vision that was dominant in participants’ speeches and given considerable importance was that of close relationships with students, ones that extend beyond school matters and touch their personal lives. They portrayed loving and caring relations that included a great degree of acceptance and encouragement on their part, and a high level of trust and emotional disclosure on students’ parts accordingly.

“It only really works when the teacher reaches beyond the outer image, looks into the heart, understands and respects what they see.” (Daisy)

“Dear students, I had a good conversation with most of you. You told me about your personal life and about your dreams.” (Emily)

“Thank you for opening your hearts and letting me be part of your lives.” (Lexie)

“I saw the process of every one of you, my dear students. You dealt with challenges, difficulties, successes and disappointments. I always tried to stand by your side and be there for you.” (Lexie)

“I tried to make you understand how much you are special, how much your story is meaningful and unique and that you do not have to be like others in order to be loved. I tried to teach you how to control your anger and your feelings and how not to respond directly, but only at the right time, to the right person and in the right place.” (Lucky)

This type of connection also often included unconditional love and support, and was compared to relationships with their own children.

“Over the years, I tried to accept my students for who they are and embrace them wholeheartedly, as if they were my very own.” (Daisy)

“I have done everything in order to give you support and a sympathetic ear in hard and sad moments. I have loved you like my own children, I cared about you, and your falls were my downfall as well as your successes.” (Lucky)

“My dearest children, all of you - I'm so proud of you, every single one of you. It doesn't matter if you didn't walk exactly on the specific road I wanted, because at

the bottom line, this is your life, your decision, and I had the honour to raise you and I know I raised you well. “ (Britney)

For some, it seemed that these relationships were accompanied by a great sense of pride, and seen as what allowed them to form a strong bond that outlasted their time together.

“Each of you progressed in his way and evolved until he became a beautiful butterfly. I can’t find the words to describe how proud I am of you. “ (Lexie)

“They say: ‘No one can really say goodbye to a teacher, for they forever stay in little homes called... hearts of their students’. ”(Mary)

“I’m not going to come to school again, but I’m still here for you, you can call me anytime you want.” (Emily)

3.2.5.2 Teaching as Teacher-student Partnership

This theme relates to the cooperative and mutual nature of the practice of teaching as envisioned by the participants. They placed an emphasis on the realisation that students played a significant role in their teaching in terms of professional growth and improvement, and expressed their gratitude for that.

“I would like to thank you for helping me become a better educator, for making me feel that my job is not a job, but a passion.” (Lexie)

“I have been privileged to have had in my classroom and among the staff, wonderful people that 25 years ago, some of them began to teach me how to become a better teacher. They were the ones that taught me that teaching is a delicate partnership.” (Elise)

“In all those years that I was an educator and an English teacher, I have learned a lot from each of my students. “(Lucky)

‘Thank you to all of you who were my pupils. You gave me the power to continue my work.’ (Helen)

“I had an amazing time with you, I learnt a lot from you and I hope you learnt from me too and not only the material for the tests.” (Emily)

Participants often regarded their teaching career as a partnership with their students, as well as a shared journey and effort.

“And last but not least, my students. I thank you all for allowing me to enter your world and teaching me about a true partnership between teacher and student. The love you showed me means so much to me. I wish you all good luck in all fields and your future lives.” (Mary)

“[I] gave you everything I could from myself, and I had the privilege that you gave me from yourself too.” (Lucky)

“I want to say thanks to my students. From them I learned that true teaching is a special partnership.” (Daisy)

“Together, collectively, we have seen amazing things happen - visions have been created, goals were structured and aspirations that started out as ideals, more often than not, become tangible realities. Our success is a testimony to each and everyone here.” (Joy)

“Looking at all of you makes me feel blessed to have all of you in my life, and I want to thank you for being a part of my journey.” (Shanon)

“The thing I am most happy about is that we have walked this route together, we have changed and grown.”(Lexie)

Participants also expressed the idea that they considered their students’ achievements to reflect their own.

“Every teacher would dream of students like you, and I got you. I got treasures that I tried to take care of as well as possible and I really did the best I could. Now after years of education when I see what you have become, I know I succeeded. Thank you to all of you, you mean a lot to me.” (Lucky)

“My students’ accomplishments were set as my greatest personal accomplishments.” (Ronda)

“We achieved the highest grades that we could.” (joy)

“I’ll always remember the things we achieved together: the many successful plays we put on, the speeches you gave, the debates and end of year concerts.” (Daisy)

3.2.6 A Satisfying Accomplishment

Imagining their formal moment of retirement, many participants expressed a deep sense of satisfaction when reflecting back on their envisioned career as a whole.

They described their career as an overall positive, meaningful and profoundly fulfilling experience, and one that they cherish as they move on to the next chapter in their lives.

“Those years, my dear fellows, were full of wonderful educational experiences...”

(Joy)

“I would like to talk about the great satisfaction I had while I was teaching here.”(Emily)

“I am looking back at my years as a teacher and I can’t help but smile.” (Madison)

“These 20 years that I have dedicated my time to being a teacher were the best years I have ever had.” (Dana)

“So I guess the only thing I can wish for in this lovely gathering, surrounded by all of you, is that my life will continue to be as colourful, interesting and most of all rewarding as I experienced as a teacher.” (Rose)

“But now I can say without any hesitation that it was worth it. Even more - I am very happy that I chose this profession.” (Daisy)

“Looking back in time makes me realise how much I have accomplished through these years.” (Shanon)

3.2.7 The Importance of Social Sources of Support

An element that was repeatedly mentioned by the participants in their farewell speeches related to the importance of social sources of support throughout their teaching careers. Their visions highlighted the understanding that other people in their lives could play a meaningful role in their overall experience over the years. Participants expressed a need to share what they were going through with close others, and described both emotional and practical support in the form of consideration, encouragement, guidance and friendship.

In that respect, one main group of support that participants thanked were their colleagues.

“I want to pay tribute to my colleagues for their support and friendship. I will always remember our shared laughter, our joys as well as our struggles. Thank you for the notes of appreciation, words of encouragement, sharing of resources, and time but mostly for your sincerity and trust.” (Daisy)

“[I will] go back to seminars, take courses and talk with other teachers. As teachers, we always need to keep learning. From one another is the best way.”
(Donna)

“My dear colleagues, the other teachers, I had a great time with you. I made friends for life. You were always here to support me in difficult times, and to be happy for me in good times.” (Emily)

“...the most important thing is that I had the great honour to meet you all and work with you.” (Joy)

“We have worked together, argued together, shared our problems and hopes together and established ourselves as a team - not always in agreement, but always together. Today, I would like to pay tribute to your dedication, your commitment, your innovative approach and your professionalism. I see you all, not only as professional colleagues, but as friends too! Thank you for the happy memories that I will take with me, thank you for the opportunities that were offered to me and thank you for the friendships forged over the years we spent together.” (Joy)

“A special thank you to the staff at the school, who were first of all true friends before colleagues. Thank you for listening, for good advice, for leading me in the right direction and of course for good black coffee to keep me alert.” (Mary)

The second main group that participants thanked were their family members.

“Also I want to say thanks to my family, especially to my husband for his support, understanding and help. I remember how many lessons we did together, how he helped me to make flash cards and PowerPoint Presentations for my practical work. I appreciate it very much.” (Daisy)

“Thank you to my family, parents, sister and brother for unlimited help. Thank you to my special children for making me a proud mother and a grandmother. Thank you my husband for being with me step by step and helping me overcome all the obstacles successfully.” (Joy)

“I would like to thank my husband who supported me at all times; there were times when I was ready to give up, but he taught me how to get back into business and hold my head up high.” (Mary)

In summary, the themes that emerged from phase one reveal for the most part the pre-service students' pure, naive expectations. In their farewell speeches, they expressed idealised visions of their professional growth and development, relationships with their students, and support they expected to receive from the staff and their families. The most realistic vision they expressed concerned the concept that teaching is a strenuous job and would involve needing to adjust their teaching styles and dealing with classroom management.

3.3 Thematic Analysis of Phase Two - Semi-structured Interviews

The themes that emerged from the thematic analysis of the six semi-structured interviews were divided into four main categories under which a few sub themes were identified. These themes will be discussed below.

Themes	Sub- themes
Challenges of Teaching	Class management difficulties Hard-earned field experience vs. Teacher training Systemic issues and personal struggles Finding your place/Teacher migration;
Loneliness/Lack of Guidance and Support	
Ambitious and Self-driven Professional Development	
Student-teacher Relationship: Perspectives from the Field	
Meaningful Relationships with Students An Innovative Approach to Teaching	

3.3.1 Challenges of Teaching

In their interviews, the participants reported encountering challenges of teaching and touched on the following sub-themes: classroom management difficulties, hard-earned field experience vs. teacher training, systemic issues and personal struggles, and finding your place/teacher migration.

3.3.1.1 Class Management Difficulties

This theme describes one type of challenge frequently encountered by the participants in their early career, namely, class management. Participants described the difficulties they experienced when attempting to maintain an orderly classroom environment that would allow for effective instruction and adequate learning. For many, it seemed that the encounter with class management difficulties included an unexpected level of conflict that related to handling the unforeseen extent of students' problems, and in determining their personal manner of responding to students' misbehaviour – finding an appropriate balance between authoritativeness and permissiveness.

Sophia, for example, described the process of establishing her boundaries in terms of class discipline, while working to capture students' attention:

“I think I was too nice. I don't know what I mean when I say that. It took me time to acquire the "teacher" in me. You're the teacher, you're the authority. You're not doing “practice teaching” anymore. They need you - you want to teach them, you want to enrich them, have fun with them. You can't do any of that if they're not listening. Classroom management was the most difficult.” (Sophia)

Similarly, Rose commented on the challenge of maintaining the required focus to deliver instruction that addresses students' different levels:

“You have to manage extremely different levels of English. Kids who stare at you because they don't know what you're saying. Those who are native speakers and are bored. And I see myself as an entertainer, I'm not kidding - they sit there, they are so bored. You have to find a way to stay focused. Otherwise you lose the class.” (Rose)

Some, like Elise, described a sense of feeling overwhelmed when faced with students' behavioural issues as a new teacher:

“Managing behavioural problems, it was a shock for me... to face the different problems, the different pupils...” (Elise)

She explained this was different and more difficult than she imagined as a pre-service teacher:

“I was thinking it would be much easier, I didn’t know what I’m going to fight with”. (Elise)

In Dana’s case, behavioural problems were a dominant part of the teaching experience, and the difficulty in managing them was part of the reason she chose to leave that school:

“I taught in an elementary boys' school. There was a lot of violence and a lot of behavioural issues. This is why I left the school.” (Dana)

Lexie shared the challenges she had in the process of learning to establish her authority with a special education class:

“I’m not a tough teacher and maybe that’s my weakest point, especially with the special ed., but when I tried to be tough for example, they didn’t love me, they didn’t feel free to talk to me about their problems. I’m talking about special ed., because when I tried to be tough, they were tough with me. They were so horrible; they didn’t listen to me at all.” (Lexie)

Rose described a specific case of two students whose behaviour she found to be particularly challenging given the limited time she could devote to them:

“I didn’t mention these two kids who were very arrogant and they challenged me. They were obnoxious – sorry – and every day I’d go home and say ‘no - I didn’t get to them. How could I have done better?’ I reflected a lot.... I had the tools – but they had an attitude, they had lived abroad, and there was no time to sit with them. I don’t know. I still have to work it out.”
(Rose)

Explaining her way of trying to handle children who tend to be disruptive in class, Elise described the time she takes to try and create personal connection, although it is not always successful:

“I think that my main problem is with the ones who disturb the class. So what I do is take them to personal conversations and try to create

relationships with them, to let them know they are important to me, but unfortunately there are times when I can do nothing.” (Elise)

Both Rose and Elise expressed a certain surprise at some of the students’ lack of basic classroom learning habits, and the time and effort they had to devote to deal with it:

“You come into class and there's so much going on. For example, there are kids that don't know that it's obvious that you take out a book! or a pen or a pencil, and you ask them to write something and they get upset. Or they're fighting in the back of the class...” (Rose)

Setting the rules, rules of how to... some of the classes are better than others, some of the pupils don't have rules for how to sit in their chair and take out their books and notebooks and prepare for class, the basics. So I need to work on the basics and it's time consuming when I need to teach, and I feel frustrated when I need to do it, but this is part of the job, apparently... (Elise)

Rose also commented on a personal challenge that made adjusting to class interruptions more difficult:

“And because I have OCD, one of my problematic students was talking and I asked her to be quiet, and she said: "Why do you always ask for quiet?" So I said, "Yes, I have a problem, I need quiet." That was a challenge – to work in a noisy environment. This is not the office. But it was manageable. (Rose)

3.3.1.2 Hard-earned Field Experience vs Training

Participants frequently contrasted the practice and training they received as part of teacher education with the reality they encountered in the field following graduation. They highlighted how training conditions did not reflect those of the actual work in the field, and, as a result, made them feel somewhat underprepared. Participants seemed to describe their field experience as a highly influential part of their professional development as teachers, and as a long and meaningful learning process that required patience.

Rose argued for the irreplaceable value of the insights she learned through experience:

“The only [understanding] you can get is when you are in the field. You can't learn from practice in a course.” (Rose)

Sophia similarly commented on the importance of continued practice as part of training:

“I feel like a lot of what we did in college isn't relevant without the ongoing practice.” (Sophia)

She went on to further explain why she felt her pre-service training was not able to sufficiently prepare her for her early teaching career:

“I think the experiences I had are not something that can be taught. You can't teach someone how to cope with situations that you don't know are going to arise. I didn't have enough knowledge. Is it because of college? No... it's just because you don't have the experience. And the only way you're going to get experience is by going ahead and doing it. So, the answer is yes, I wasn't prepared enough, but maybe I took too much upon myself.” (Sophia)

Dana linked teachers' pre-service training and classroom reality to that of students' school experience and real-life:

“I think you can't teach your students, or prepare them 100% for the real field, or real life.” (Dana)

Lexie described her early apprehension about facing the reality of teaching outside the teacher's college:

“I remember I was afraid to deal with the real world. I mean in college we learned how to be teachers, we were teachers, but it wasn't the real thing.” (Lexie)

She elaborated on the significant differences between training conditions and the things she had to face in the field early in her career:

“It wasn't the real thing because I didn't have to deal with parents and the student issue because I had the English teacher in the class, so if I had one student who interrupted or something like that, she dealt with it, not me. Another thing is the time I had for preparation. I had a whole week to prepare for a 45-minute lesson. When you are in the field you can't do that. You can't prepare one lesson for so long because you need to teach daily.” (Lexie)

Rose added her perspective on the process of adjusting your expectations and remaining patient as you progress through the learning curve:

“If you want to be a good teacher, it takes time. Whatever you say to your pupils, you have to learn about yourself. It takes time. You think you know everything, you want to do well, but it doesn't happen in one day.” (Rose)

Sophia shared her view of the time scale of learning as you acquire more experience:

“I think 5 years of teaching is still a new teacher. I learn so much every day.”

(Sophia)

3.3.1.3 Systemic Issues and Personal Struggles

This theme relates to the struggles participants experienced due to a discrepancy between the system’s requirements and their personal circumstances. Participants spoke of the challenges they faced as new teachers in a new system that was not always accommodating, inclusive or accessible to them because of their personal situations – as professionals, mothers or individuals with disabilities. Their difficulties often revolved around working conditions, career progression opportunities, and work-life balance. Right after graduation, Elise joined a school where she was required to teach a wide variety of grade levels, which she was not prepared for professionally, and therefore had to learn how to manage on her own:

“I found myself teaching 3rd year pupils, 4th grade, 5th grade and sometimes gifted 6th graders who were studying as 7th graders, so I had to practice in a short time to accommodate myself to different levels. This was a challenge -- to teach different levels on the same day; my mind was a mess sometimes.” (Elise)

Rose expressed a sense of feeling defeated by the system, despite otherwise favourable conditions:

“I had a wonderful principal, the best group of teachers, a great coordinator, the pupils were amazing, we had a great connection. Everything was perfect. BUT – the system. It broke me.” (Rose)

For Rose, the main struggle that led to her temporarily leaving the teaching profession was financial, as she felt her salary was a poor compensation for her efforts, and low to the point of making it impossible to support her family:

“I was so invested in the teaching process, I took a third of a position. I gave my heart and soul -- I prepared, I worked so hard, but I earned NIS 2,000. I couldn't feed my children... I didn't have time to take another job, because... maybe if you would do it, it would work and you could take three other jobs, but for me it was the first time. I worked so hard, I was checking homework and tests, and in school... a lot of things are happening besides the teaching, so I just... I said I'm taking a year off, which turned out to be two years off. I'm still looking, I haven't

given up. I do see myself doing something related to teaching... but at that point in my life it was impossible. It was frustrating, almost insulting that you work so hard and you get nothing.” (Rose)

Rose also commented on how she thought the system was not designed for those who enter the field of teaching at an older age, and mentioned the parenting-related considerations involved in planning for a career in teaching:

“It feels like you have nothing to aim for if you didn't start at 22 or 23. There's no prospect. So you're thinking, I'm 47, so okay...maybe when my kids are in school and I don't have to pay for preschool, I will be able to live with a low income. But not now... it's too much. So...I'm sorry that this is the speech that I have to give. It was very sad for me. It was very sad.” (Rose)

Reflecting on the insights she gained and wished she had as a pre-service teacher, Rose felt a certain sense of regret over her uninformed career choices and not realising her family status would become an obstacle:

“Start very early. Start very early before you have children so you can work your ass off, and not get paid, so when you have a family, you've earned some seniority. You have something. Build yourself when you're young. Not when you have two children.” (Rose)

Sophia talked about realising that being a traditional teacher may not have been the best fit for her:

“I want to be an educator, but maybe not educate in a classroom, not in the education system. ...I think I would have thought twice about teaching, and maybe doing it through training other teachers, I would have continued straight to my Master's so that I could be in another place right now. Something in education, but not as a teacher in a classroom.” (Sophia)

Like Rose, she, too, linked her premature career choices to the work-life challenges she would later experience when she became a mother:

“I didn't have kids then, now I have four. I would have told myself, stop -- maybe [studying to be a teacher is] not what you want. What you want to do is good, but you should think bigger”. (Sophia)

Joy also mentioned considering pursuing a Master's degree in education, and at the same time acknowledged the challenge of studying while raising children:

“I want to continue to study, and I hope I will succeed to do it with four children.”

Her attitude, however, was somewhat more positive since she had managed to overcome the highly demanding task of juggling her family life and career:

“I was alone in school and alone at home and I needed to struggle and combine my studies and Zoom, and ugh! It was exhausting, but... I succeeded! I did it!” (Joy)

Rose also mentioned her personal struggles of teaching as an individual with learning disabilities, something she had to find her own ways of coping with and making adjustments for:

“A professional challenge, which I still struggle with...I suffer from...I don't know if suffering is the word - I have attention-span issues, OCD and I'm dyslexic. I have spelling mistakes when I write in Hebrew, and in English, double. And I teach junior high because my spoken English and my grammar and understanding is very high, but my writing – ugh – so I work twice as hard to make presentations at home, so I won't need to improvise in class, so I won't have to write difficult words that I don't know how to. I don't like to make mistakes. Children are a tough crowd. So I have to work very hard at home.” (Rose)

3.3.1.4 Finding Your Place/ Teacher Migration

For some of the participants, a new theme emerged in the interviews in which a move, or a desire to migrate to a different workplace was perceived as something that can make all the difference. In those cases, early teaching experiences have often been somewhat negative, accompanied by a lack of satisfaction and sense of not belonging. These participants described how a change of school transformed their experience of teaching entirely, allowing them access to further professional growth, improved self-efficacy and the opportunity to better realise their potential.

Lexie described her newly found sense of professional identity following her move from teaching in elementary to middle school:

“This year I started teaching in middle school, and I have to say that since I started teaching there, I found ...I can define myself – finally, because I don't have to deal with the little children and all the emotional problems: "He hit me, he took my stuff...". (Lexie)

She went on to explain the ways in which this move contributed to her sense of satisfaction:

“I achieved what I wanted to do. I'm happy with my job being a teacher in middle school. This is the way I want to be, the way I implement ideas, talk to my students, and the tools that I use while teaching. (Lexie)

Dana explained how she reached a breaking point following her difficult and stressful experience of teaching in a boys' school:

“I spent two years in a school where I didn't want to be every morning. I did it for my pupils, but after two years, I told myself that's enough.”

(Dana)

After her negative experience, Dana described her anticipated move to a girls' school as something she hoped would make a positive shift in her experience:

“This is why I left the school, and this year I will start, God willing, in a girls' "ulpana" [an all-girl religious school]. Maybe that will change my vision about being a teacher.” (Dana)

Joy, too, had a negative experience of working in a religious school where she found the administrative culture to be problematic. Following that experience, the desired change for her was to move to a different school, in this case, a non-religious one:

“It was difficult – it was very difficult to work like that. I felt chaos in the school. I felt real chaos. I'm glad the year is over and I decided to leave the school and go to another school. I don't know if it matters, but not a religious school. It was, umm...I don't like how they worked, basically. (Joy)

Sophia elaborated on the advantages of getting a fresh start at a new school, and described the meaningful differences in her self-efficacy, relationships and sense of satisfaction:

“It was really good for me to move to a new school after being at a school for four years. Only in the 5th year I was able to do what I expected to do in the 1st year... I think this year allowed me to feel that I had accomplished a lot. I've become more of what I wanted to be in the beginning. My previous school didn't give me the opportunity to see it, and when I came to the new school, nobody knew me and they wanted to find out what I could do. I gave it my best and I surprised myself.

They appreciated the work that I did, the kids liked it, the staff liked it, the parents... it was really good.” (Sophia)

3.3.2 Loneliness/Lack of Guidance and Support

Upon reflecting on the early stages of their teaching career, participants frequently mentioned the experience of feeling alone and lacking guidance. Beginning their new role, participants described a sharp shift from the intimate and highly supportive environment of their pre-service training into the unfamiliar setting of a new school, where they had to find their own way not only in the classroom, but also among new colleagues and parents. These circumstances led to them having to rely mostly or solely on their own instincts, efforts and experience. For some, these experiences seemed to be accompanied by a certain disappointment with their colleagues’ lack of support.

Lexie described the daunting experience of being left alone to face the new reality, worried about handling students’ parents in particular:

“I was alone – kind of alone. I didn't have someone to guide me as I did in college. I remember I was afraid to be alone, to be a real teacher with parents and grades and the principal, and everything. That was my biggest concern. How to deal with the parents, first of all.” (Lexie)

Sophia described a similar experience where she missed the type of the support she had in college, although at the end, she felt that allowed for an improved learning process:

“I didn't have anyone who could teach me... I didn't have you sitting next to me saying ‘It's okay, it's going to be all right’. But I guess it's the best way to learn.” (Sophia)

Joy, too, described an experience of feeling overwhelmed and alone at the initial phase of her role at a new school, and added she felt her colleagues’ supportive statements turned out to be insincere:

“You are thrown into the deep water. Really – you need to swim, and to do everything alone. And people say "we are with you, we will help you", but in the end you are alone without anyone, you have to do everything alone.” (Joy)

Joy went on to contrast her experience with her earlier expectations, as a pre-service student:

“I think I expected to work with a team, not alone, and to have a principal who would be on my side and back me up if I needed that.” (Joy)

Elise similarly mentioned her expectations for teamwork were not met:

“I also expected cooperation from the staff, and unfortunately it was not the case with everyone”. (Elise)

Dana echoed this feeling of struggling, which in her case, also related to uninvolved school management:

“It was very difficult, because I felt alone, without a principal.” (Dana)

For Lexie, the feeling of loneliness seemed to also stem from a sense of feeling socially detached as the only new teacher:

“I was the new teacher. The only one, so I didn't have anyone to share my feelings with.” (Lexie)

Elise and Dana mentioned the introduction of a new curriculum was especially difficult, and they had to work out how to learn it by themselves:

“They are always talking about the new curriculum, but... It's a criticism - nobody taught us. I read it, but we didn't get any guidance... I tried to learn it by myself.” (Elise)

“The curriculum...to break down the curriculum was very hard. The coordinator was uninvolved, so it was really hard for me to understand what to teach and when. That was very hard for me.” (Dana)

In Sophia's case, the colleague in charge of her induction process had a significantly different position, and was therefore unable to guide her professionally:

“I had a host teacher, but she was a 1st-grade Hebrew teacher. She didn't know what was expected of me.” (Sophia)

She goes on to describe the long list of critical roles and demands she had to adjust to on her own:

“I was teaching 1st-6th grade, I was the coordinator, and I had to face the inspectorate, learn the curriculum and what was expected of me. I didn't have anyone who was telling me what to do or how to do it. I didn't have a regular internship year.” (Sophia)

3.3.3 Ambitious and Self-Driven Professional Development

This theme centres upon participants' inner drive and motivation for professional development in order to become better teachers in the classroom. This theme may, in a way, be linked to the theme of lack of guidance and support (discussed above) with regard to the circumstances in which the novice teachers were pushed to develop a high level of independence in their work. In that respect, this ambition might be part of what enabled their growth despite the lack of guidance and support, and perhaps might even have pushed them further to become more self-reliant when it comes to their professional development.

Participants commonly reported striving for excellence and making continual efforts to improve their language skills and professional performance within the classroom. Many described such efforts as inherent to a teacher's role, and as something they personally cared for and felt enthusiastic about, regardless of external demands. Elise explained her goal in seeking constant opportunities for professional development:

“We always learn and study, and as a teacher I never stop learning. And I think I learn in different ways, I learn how to be a teacher, how to manage a class, how to manage different classes, and I also study, always. I'm trying to enrich myself with some new techniques and teaching methods, this was my purpose.” (Elise)

Joy acknowledged her starting point as a non-native speaker as something that prompts her to strive for professionalism:

“And when I teach English, I'm trying to be a professional. I must be professional - you know I'm not a native speaker; I'm trying my best.” (Joy)

She expressed her high motivation for further development and expertise, and associated it with future success:

“I want to study more, to learn more, to be extra professional. That's why I think I will succeed in the future, because I want to learn. Really want to. It's not that I studied and that's it.” (Joy)

Dana described her desire for professional enrichment as linked with her role in addressing the younger generation's needs:

“I want to know a lot. I want to help develop English in the schools. It's not America here, but the pupils need to speak a lot for their future. They need English for their future. That's why I have to learn how to do it.” (Dana)

For her, it seems that the desired development involves significant advances, either within or outside her current role:

“If I stay being a teacher, I want to develop. It's my passion to move on.” (Dana)
Sophia explained her passion for professional excellence along with an acknowledgement of the time and experience involved in the process of personal development:

“I want to be the best at what I'm doing, I want the kids to love English... But I'm not there yet. I'm on my way. I've learned nice things about myself and how I teach, but I haven't gotten to where I want to be yet.” (Sophia)

Lexie described her satisfaction with her choice of pursuing an advanced degree:

“I think this is a big step that I took. I finished my B.Ed. and then I went ahead and did my Master's. It took me a year and a half and I finished it like three months ago and I'm really happy about doing that.” (Lexie)

Elise expressed her commitment for continued professional development, beyond the basic requirements:

“I think that I need to learn more, even though I think I know how to teach, I know the material, there is always more to learn, I must constantly learn.”
(Elise)

She also stressed the inner sources of this commitment:

“...I found that that was a way for me to learn more and to develop myself, and I'm doing it for myself, not because anyone told me I need to do that in order to become more professional.” (Elise)

Joy gave an example of the way she tries to keep up her professional level of English:

“I bought some English books from the Book Depository – the website. For example, on phrases and grammar rules. I think that an English teacher always needs to develop her English and her studies, and I'm trying to study as much as I can, to read as much as I can, even an English newspaper, etc.” (Joy)

Referring to the educational changes brought about by the global Covid-19 pandemic, Elise explained the greater need and push for a continuous expansion of the scope of her professional development:

“I think that in the past year I made myself... the past year has taught me a lot, I had to reinvent myself, to learn how to use different technological tools, to take

professional courses, and even during this holiday I tried to learn new things.”

(Elise)

Sophia similarly claimed this period has made the need for IT literacy even more pressing:

“Today to be a good teacher you need to be able to use all the digital tools, so that distance learning can be interesting, you have to stay abreast with what kids are listening to and what interests them, otherwise you're not interesting.” (Sophia)

3.3.4 Student-Teacher Relationships: Perspectives from the Field

This theme relates to the way participants described the significance of their relationships with students. Participants spoke of the values they aim to teach and instil in their students beyond the curriculum, and of some of the manners in which they try to model these values and behaviours. The types of relationships they described were often characterised by a high degree of attentiveness toward the students, as well as closeness and support, mutual appreciation and understanding. Participants also often described the work involved in creating and preserving such relationships. Above all, participants’ relationships with students seemed to be a main source from which they derived meaning, satisfaction and motivation for their role as teachers.

Reflecting upon her pre-service hopes and aspirations to become a teacher who is available to her students and teaches them moral and social values, Lexie expressed a sense of fulfilment at the relationships she managed to create with her students, and the values they were taught:

“I wanted to be a teacher who students can talk with. I wanted to teach them values, how to be human, how to be friends, to respect their friends, their teacher, and I think that's what I am today.” (Lexie)

Lexie went on to explain how she prioritises students’ emotional well-being, and how that was a realisation of her professional vision:

“I was their teacher, but I tried to understand them. Like I said at the beginning, I tried to teach them values and how to be human and a friend, not just to be a learner. And if there was an emotional problem or a problem between two friends or the whole class, I would stop the lesson and talk about the problem.” (Lexie)

Dana spoke of the lesson she learned about what her students meant to her, and how their importance motivated her work:

“I realised that every pupil is important to me. Even though the English language is not important in this school, it [did not matter to me]; every pupil was very important to me.” (Dana)

Joy described her perspective on the importance and meaning of being there for her students:

“I believe in having a relationship with my students. I think today it's very important to understand your students... to give them the feeling you are there for them. You don't just teach and walk away, you are there for them. When my students actually got it... when they needed something they texted me and I replied, “I can't always reply at any time, but I do give them the feeling that I am there for them.” (Joy)

Rose similarly conveyed contentment over the positive and authentic connection she was able to establish with her students, based on trust:

“The connection with the pupils is so honest. They don't play games. When they trust you, they are so happy.” (Rose)

Elise described how being remembered by her students made her feel valuable:

“I can see it in the relationships that I developed with some of the students, even students that I taught when they were little, 3rd and 4th grade, and they always remember... It's like being someone who is important to them.” (Elise)

Sophia talked about the great importance of developing and maintaining relationships with students:

“I think having a relationship with your students is very important even if you have four or five classes. And for you as a teacher, too - it's a lot easier if you have a good relationship with your students. It doesn't have to be a really close one with all of them, but any kind of relationship with students is really important, and you need to work on it from the beginning of the year.” (Sophia)

Joy described her insight of the meaning of her love for students as an increasingly evolving process:

“I learned that I love students, I love teaching them, I love being with them. I knew this about myself, but every year I feel it more and more.” (Joy)

Lexie expressed her perspective on maintaining relationships based on mutual respect:

“I want my students to respect me by respecting them. Aside from the fact that I am their teacher. Just because I am an "important person" in the class, doesn't mean I can't respect them, or see them as human beings with needs.” (Lexie)

Both Elise and Sophia expressed a sense of accomplishment over some of the more personal and mutually beneficial connections they managed to develop, and at the same time expressed a certain sense of regret over times when they were not able to form such bonds:

“There was a pupil, I think his main problems were from home, he was little, in the 3rd grade, and I remember when I gave them a test for example, he didn't do anything, but I took him outside and I sat with him, and slowly he managed to do it. I think there are pupils who need a different kind of attention that you can't give them in class. So this was a success. After that, he began to learn. He sat in class and cooperated, but that doesn't happen with everyone.” (Elise)

“I have relationships with students that are very, very close. I had a pupil this year who the principal couldn't stand, and he was in my heart, he was always in my classroom, they always gave him to me. "Listen, Sophia, he's going to sit in your classroom; you seem to work well with him. And then I have students who it's really hard for me to make any relationship with them. I don't know why. For sure it's me. Maybe I don't "see" them enough.” (Sophia)

Sophia went on to further explain the effort that is sometimes involved in attempting to create close relationships with students, as opposed to her pre-service expectations:

“I thought I was going to be this perfect teacher. I thought it was going to be very simple. I mean it's a bunch of kids, it's not supposed to be that hard... Once you understand that you're their teacher – they don't want to be your friend. You have to find a way to be their friend.” (Sophia)

Elise explained how more personal relationships with her students became a significant part of her role:

“I found myself dealing ... as a home teacher sometimes, not only as a professional English teacher... Doing a lot of speaking, talking to pupils about their personal lives... they also came to share personal problems...” (Elise)

Rose mentioned her affection for the students as part of a wish to give them more personal attention:

“I loved the kids. If I had had a smaller class it would have been even better, because then I would have had more time to devote to each kid. I tried to see each kid individually.” (Rose)

3.3.5 An Innovative Approach to Teaching

A constant search for innovative and engaging ways of teaching was a theme that repeatedly emerged throughout all of the interviews. The participants spoke of the need to stay up to date with effective ways of teaching and present their students with various forms of content that would capture their interest and attention, rather than sticking to traditional teaching methods. Their choice of methods and general approach appeared to often be the result of experience and experimentation, and seemed to be part of the formation of their professional identity and personal preferences as educators. Among the methods most commonly mentioned by participants were use of different digital tools, games, and focusing on students’ interests through student centred teaching.

Lexie, for example, explained her way of creating fun, engaging lessons, within the limited amount of time she had to prepare:

“What I'm trying to do is incorporate one exciting activity using technology during my lesson to capture the students' attention, to motivate them, to make them curious about the lesson. This is what I think is really important because like I said, I can't prepare things in advance, to prepare a PPT – I don't have time for this, I don't have time. But I try to present one interesting thing to do in my lesson.” (Lexie)

Dana similarly described using a large variety of methods to promote students’ interest and engagement with the taught material:

“I try to use many tools, the computer, technology, and teaching aids, not just to teach from the books and notebooks, to go outside, to be in other environments, to be different. To combine classes with the U.S., be unique, pique the students' curiosity in the lesson.” (Dana)

Sophia spoke of the way she advocates for her unorthodox approach to teaching, and described the way it supports peer learning:

“I teach the kids informally. I always get a slap on the wrist from the inspectorate: "What you're doing is amazing, but you also need to" But I show them that I get wonderful results from playing games. For example, we were outside with the flashcards- “ok, but it's not ok”... I once brought a magic box that we learned about in training, filled with things about the unit. I didn't have to teach them, they taught each other! They didn't really need me; they just needed me to bring things to the classroom. It was nice. I think the way that I like to teach is different from what I see other English teachers doing.” (Sophia)

Elise listed several types of tools she likes to use to gamify her lessons:

“Games, YouTube, trying to manipulate them into speaking and to learning in different ways, like Quizlet, Wordwall, all these tools... For me it's teaching, but for them, they are playing.” (Elise)

Both Joy and Rose mentioned leveraging experience from their previous careers to keep up with current trends and digital tools, in a way that led to greater educational value and favourable results:

“I must admit that because I come from the communications field, I'm very connected. I used to write content for children. I know what's going on in their life. So when I needed to teach grammar, I chose a Justin Bieber song. If I brought in a questionnaire, I would use graphics from Facebook, Twitter, Instagram. I know what's happening in their lives, so I packaged it nicely....
...English is everywhere. I was looking for English in the places they needed. If we had a debate, we would debate on social networks, shaming, stuff that is relevant in their life. (Rose)

“My background is... I used to be a programmer before I decided to be an English teacher. So it gives me a lot of benefits knowing all the digital tools and everything. And they anticipated the lesson. "What are we learning today, Padlet?" And how do they call it... (something indecipherable) ... I can't remember now, but they really liked it. And something else I saw was that they took it, and they implemented it in another different class. I was amazed. It was really cool.” (Joy)

Sophia mentioned using an app that is more in line with current students' habits, and stressed the need for adjusting instruction accordingly:

“There's an amazing platform called Speak and Go, a wonderful app – because kids are on their phone all the time anyway, it teaches the kids English all the time, and then the teacher sees how long you played, etc. You have to think outside the box to get to the students. Today's teaching doesn't cut the mustard anymore.” (Sophia)

To highlight the difference between more up-to-date and traditional teaching methods, some referred to a book-only way of teaching, as Elise mentioned:

“Not teaching only by the book, to make it fun and engaging for them. This is the main difference from how I was taught when I was their age.” (Elise)

She also explained that she felt focusing on traditional methods of teaching is no longer relevant:

“But today, when we are teaching by the book as the main thing, it won't work.” (Elise)

Rose seemed to support this opinion, emphasising the contradiction in wishing to create changes while sticking to textbooks:

“In school we hear about visions and plans, and then they give you the book! The book! Which is limiting. You don't teach English as a tool for life.” (Rose)

Sophia described the need to remain flexible and experiment with different teaching techniques to find the ones that would be most exciting for the students:

“If the students aren't excited, I make sure to change the next lesson. Each class is different. I have a class that loves stickers and another in which the stickers won't work. You have to bring games and balls and tell a joke sometimes. You have to learn what works.” (Sophia)

For Dana, project-based learning gave an opportunity to use students' interests as the main learning content:

“I started doing mini-PBLs related to things that were relevant to them, because they felt more connected because it came from their heads, their passion. They began to write about what mattered to them – they chose it from them. It came from what they liked.” (Dana)

Joy described her approach of minimising lecture time to support students' independent learning process:

“My goal as a teacher is not to be the teacher who always speaks and needs to be listened to. I like to teach for the first 10 minutes, and then let the students do their own thing. I am a firm believer in that. I think they need to do everything with me, not that I will tell them what to do... And when I do this, I see my students open their eyes wide and say, what are we supposed to do, we are not used to studying like that. What's going on? I think that it's very important to let the students be independent.” (Joy)

She went on to elaborate on the process of developing her approach, and its subsequent success with students:

“In the beginning I saw that my students were surprised to learn in that way, but after several months, I saw that they actually enjoyed learning like that. They actually learned. And they told me, "teacher, we look forward to your class, we love English (laughter).” And it was amazing to hear that because in the beginning of the year, they said "we hate English, come on, when is the lesson over?" so it was nice to see that. I insisted on something that worked, something I believed in, and it worked.” (Joy)

3.4 Summary of Results:

The thematic analysis of phase one yielded themes that fell into four main categories under which a few sub themes were identified: 1) Career Aspirations (e.g. Ambitious career paths, Making a difference); 2) The Challenges of Teaching (e.g. A strenuous job, Making adjustment efforts/personalised learning); 3) The benefits of teaching (e.g. Continuous personal growth); 4) Teacher-Student Relationship (e.g. Warm and close relationships, Teaching as a partnership, A satisfying accomplishment, The importance of /Social sources of support).

The themes that emerged from the thematic analysis of the six semi-structured interviews were divided into four main categories under which a few sub themes were identified: 1) Challenges of teaching (e.g. Class management difficulties, Hard-earned field experience vs. Teacher training, Systemic issues and personal struggles, Finding your place/Teacher migration; 2) Loneliness/Lack of guidance and support; 3)

Ambitious and Self-Driven Professional Development; 4) Student-teacher relationship: Perspectives from the field; 5) Meaningful relationships with students, An Innovative Approach to Teaching. A comparison and implications of the themes that emerged from the two phases of the study will be discussed in the following chapter.

CHAPTER FOUR -- DISCUSSION

4.1 Introduction

This chapter discusses the main results from the two phases of the study in light of previous studies and literature. It begins by restating the research questions. Then, it compares the themes that emerged from the farewell retirement speeches and the semi-structured interviews, and looks at the thematic connections and discrepancies between the two as representing the gaps between pre-service professional visions and novice teachers' lived reality. This chapter explores possible implications of closing such gaps on the resilience of novice teachers in order to address some of the challenges in the field. In this chapter, I also comment on the limitations of the approach I adopted for this research. I then make recommendations which have arisen as a direct result of the research, along with suggestions for future research. The order of the discussion reflects the connections that were found from the thematic analyses of phases one and two of the study.

4.2 Research Questions

The aim of this study was to conduct an in-depth exploration of possible connections/lack of between pre-service teachers' expectations with their actual lived experiences as novice teachers in the field. The research explores the following questions:

- What are the connections between pre-service teachers' expectations of their career paths and their actual experience as novice teachers of that career path as it transpires in the field?
- What are potential implications of the connections between pre-service teachers' expectations and their lived reality as novice teachers with regard to their resilience during their early years in the field?

4.3 Career Aspiration and the Benefits of Teaching

In both phases, the participants spoke about the theme of professional development and growth. In their farewell speeches the student-teachers expressed a deep sense of satisfaction when reflecting back on their envisioned career as a whole.

They described their career as an overall positive, meaningful and profoundly fulfilling experience, and one that they cherish as they move on to the next chapter in their lives. In phase one, the theme of teaching benefits was also connected to the central goal and intrinsic motivation associated with their teaching careers – the ability to make a difference. Making a significant impact on students’ education and/or personal lives was seen as an inherent part of the teacher’s job, and in some cases, this possibility played a major role in their career choice. These results support the research which shows that career teachers tend not to seek rewards or promotions for themselves; the “psychic rewards” of classroom teaching seem to sustain them. (Randi, 2017). Moreover, teachers often exhibit a strong altruistic passion for teaching and similar beliefs about the importance of teaching. They may believe that teaching is more than just a job; it represents a calling that gives them a sense of purpose and satisfaction. (Tricarico et al., 2015).

Participants described the positive outcomes of their teaching experience in terms of personal growth with regard to personal values, skills and knowledge they would acquire throughout their career, including emotional understanding, learning and teaching strategies, and most of all self-knowledge and intrapersonal awareness.

At the same time, the long-term personal visions expressed in the farewell speeches touched on several themes related to the long-term personal benefits of teaching, what might be considered extrinsic motivations. One recurring theme was the students’ ambitious career paths. They described the classroom as a springboard to move forward in the educational system, and envisioned themselves becoming teacher trainers, pedagogical advisors, lecturers in higher education, and school principals. It seemed that for many, the desired development involved further education, career variety, and promotion to senior teaching and management positions. Most envisioned these positive career changes as the result of their passion and self-directedness and something they were able to aim for after gaining a few years of experience.

In the interviews, a similar theme emerged with regard to ambitious and self-driven professional development, but this time, the focus was on becoming better teachers within the classroom. In that sense, the expressions of their lived reality in phase two were more realistic than their envisioned expectations from phase one. In phase two, the participants had a clearer understanding of what it would take to move

ahead, and had adapted their professional and personal visions and classroom practises. The theme of ambitious and self-driven professional development emerged as some participants stressed gaining insight into the significance of continual learning in order to become better teachers. For example, participants commonly described striving for excellence and making continual efforts to improve their English language skills and professional performance within the classroom, becoming experts in their content fields and taking professional development courses. Many described such efforts as inherent to a teacher's role, and as something they personally cared for and felt enthusiastic about, regardless of external demands.

The theme of ambitious and self-driven professional development may be linked to the theme of loneliness and lack of support and guidance, specifically in relation to the circumstances in which participants were pushed to develop a high level of independence in their work. In that respect, this ambition might be part of what enabled their growth despite their perceived lack of guidance and support, and may also be a factor that encouraged them further to become more self-reliant when it came to their professional development.

4.4 Support of Novice Teachers in Their Early Years of Teaching

In phase one, a theme that was repeatedly mentioned by program participants in their farewell speeches related to the importance of social sources of support throughout their teaching careers. They expressed a need to share what they were going through with close others and expected they would receive emotional and practical support in the form of consideration, encouragement, guidance and friendship from two main sources: colleagues and family members. As Gordon and Maxey (2000) state, novice teachers need to receive not only professional support, but also emotional support from family, friends, co-workers and other teacher educators. Providing support to novice teachers can influence their decisions to stay in their jobs (Ingersoll, 2012). Teachers who received support—including having a mentor in the same field, having common planning time, and having scheduled collaboration with other teachers—are less likely to depart after their first year (Harris, 2015; Ingersoll, 2012).

In the interviews on the other hand, a different theme emerged. Reflecting on the early stages of their teaching career, participants frequently mentioned the experience of

feeling alone and lacking guidance. They described a sharp shift or “unsettling” experience which often characterises the beginning teachers’ transition from preservice education to professional practice (Öztürk & Yıldırım, 2013). From the intimate and highly supportive environment of their pre-service training, they entered the unfamiliar setting of a new school, where they had to find their own way not only in the classroom, but also among new colleagues and parents. These circumstances led to their having to rely mostly or solely on their own instincts, efforts and experience. For some, these experiences seemed to be accompanied by a certain disappointment in their colleagues’ lack of support. They did not mention their families. Rather, they focused on their experiences of building up their relationships with their students, and how that compensated for their loneliness in the system.

The expectations from phase one of the research support the assertion that the ideal working conditions for novice teachers would be to work in a supportive environment (Ingersoll, 2012; TALIS, 2018). In phase two, however, participants reported that in reality, they were often teaching weaker students and classes where classroom management and behavioural issues were challenging. This was amplified due to their lack of experience and support, a factor which supports the findings of TALIS (2018) that novice teachers are overrepresented in difficult classrooms and schools, which would be best served by more experienced teachers. The challenges of working in weaker or heterogeneous classes, expressed by participants in phase two, is related to the experience of not feeling continuous support. This sentiment touches upon a general problem in the field, which is a lack of ongoing assessment and feedback after the first year of internship (Glennie et al., 2016).

4.5 Challenges of Teaching

In both phases of the research, participants related to the challenges of teaching. However, a big gap was found between professional expectations and the lived reality, when it came to the challenges of teaching.

4.5.1 A Strenuous Job

In the case of the farewell speeches, alongside the optimistic parts of their vision, participants acknowledged their future role would also include a great deal of

hard work and what Ramano (2004) refers to as “bumpy” moments, in the earlier stages of their career, in particular.

In phase one, participants spoke about The Challenges of Teaching (e.g. A strenuous job, Making adjustment efforts/personalised learning), etc. The challenges they envisioned related to having a strenuous job, and making adjustments for heterogeneous classes. For some, the stress revolved around the issue of classroom management, and the need to develop skills was seen as a test of self-regulation.

The themes that emerged from the interviews were similar to the themes that emerged from the farewell speeches. Participants once again related to the challenges of teaching, which aligned with the common problems typically encountered by novice teachers, as outlined by Olsan and Osborne (1991). The participants specifically mentioned classroom management difficulties, loneliness/lack of guidance and support, hard-earned field experience vs. teacher training, systemic issues and personal struggles. However, unlike phase one, those difficult experiences were often described as accompanied by a debilitating sense of insecurity and self-doubt. The observation expressed by Veenman in 1984 (p. 143) that “the transition from teacher training to the first teaching job could be a dramatic and traumatic one” is still relevant today.

The pre-service teachers had anticipated thanking their colleagues for their support, when in reality, they felt alone and unsupported and without guidance to deal with all the challenges, particularly with regard to classroom management issues. In phase two, moreover, participants reported discrepancies between the system’s requirements and their personal circumstances. They spoke of the challenges they faced as new teachers in a new system that was not always accommodating, inclusive or accessible to them because of their personal situations – as professionals, mothers or individuals with disabilities. Their difficulties often revolved around working conditions (being asked to teach a variety of grades, receiving a low salary that did not compensate for the long hours they invested at school and at home planning lessons and grading), career progression opportunities, and work-life balance (the challenges of balancing teaching with the demands of parenting).

4.5.2 Challenging Moments and Classroom Management Difficulties

In phase one of the research, in their farewell speeches, participants anticipated that classroom management would be one of the challenges they would encounter. Indeed, in phase two, the theme of classroom challenges and classroom difficulties recurred in every interview. Participants described the real difficulties they experienced when attempting to maintain an orderly classroom environment that would allow for effective instruction and adequate learning. Their descriptions confirmed the notion that classroom management is a serious challenge for novice teachers even after their first year of teaching. It creates emotional distress, and contributes to a feeling of being stunned, powerless, and burnt out (Çakmak, et al., 2018).

For many participants in phase two, it seemed that the encounter with class management difficulties included an unexpected level of conflict that related to handling the unforeseen extent of students' problems, and in determining their personal manner of responding to students' misbehaviour, and finding an appropriate balance between authoritativeness and permissiveness. What was missing for the novice teachers in this current study was what is described in the literature as the ability to meet with an experienced mentor or colleague afterwards to process and learn from such challenging situations (Glennie et al., 2016).

4.5.3 Hard-earned Field Experience vs. Training

In the interviews, participants spoke in-depth about classroom management difficulties, and frequently contrasted the practice and training they received as part of teacher education with the reality they encountered in the field following graduation. Their descriptions confirm Öztürk and Yıldırım's (2013) observation that beginning teachers' transition from preservice education to professional practice is often 'unsettling' since the first years of teaching are also well known as being the most challenging period for new graduates in their careers.

Participants overwhelmingly expressed the feeling that their teacher training had left them unprepared to deal with the challenges. The novice teachers' perceived reality seemed to reflect the idea that the transition from the teacher education institution to life in a real classroom is a type of reality shock in which beginning teachers realise that the

ideals they formed while training may not be appropriate for the realism they are faced with during their first year of teaching (Senom et al., 2013).

The participants highlighted how training conditions did not reflect the real challenges of classroom management that they actually encountered in the field, and, as a result, made them feel somewhat underprepared. Participants perceived the difficulties as going beyond what they had expected, and expressed the view that nothing can prepare novice teachers for the reality in which they have to make independent split second decisions, and that they had to learn from hard-earned field experience. Participants seemed to describe their field experience as a highly influential part of their professional development as teachers, and as a long and meaningful learning process that required patience.

4.5.4 Systemic Issues, Personal Struggles

This theme relates to the struggles participants experienced due to a discrepancy between the system's requirements and their personal circumstances. Participants spoke of the challenges they faced as new teachers in a new system that was not always accommodating, inclusive or accessible to them because of their personal situations – as professionals, mothers or individuals with disabilities. Their difficulties revolved around some of the main types of factors that affect teacher attrition: working conditions, career progression opportunities, and work-life balance (Borman & Dowling, 2008).

4.5.5 Teachers Salaries

Another theme that was expressed in phase two in the interviews, was the issue of teachers' salaries. One participant related that the salary that she received was well below her expectations, and as a single mother, she could not support her family. She left the field of education and returned to her previous job as a children's content writer. As a novice teacher and a single mother who could only work part-time, the participant mentioned she was earning less than the minimum wage of 5,200 NIS monthly (\$1,676). Her decision to leave the field reflects the finding that compensation is an important condition for attracting and retaining high-quality teachers (OECD Report, 2021). It also seems to indicate that the low salary for beginning teachers discourages talented novice teachers from remaining in the field.

4.5.6 Finding Your Place/ Teacher Migration

In phase one of the study, participants expected that at their farewell parties, they would express gratitude for support received not only from family but also from colleagues and principals. In phase two, however, early teaching experiences were often described in negative terms, accompanied by a lack of satisfaction and sense of not belonging. In particular, participants expressed disappointment in the quantity and quality of support received.

The novice teachers' perceived reality seemed to reflect the observation that the pressures of working in challenging school environments could affect teachers' motivation and willingness to remain in the profession. According to the Teaching and Learning International Survey (TALIS, 2018), schools need to provide strong support to teachers in their first years of teaching. Novice teachers are more likely to leave their jobs, particularly if they do not have peer assistance or administrative support (Barnes, et al., 2007; Curtis, 2012). In the United States, within 5 years of beginning teaching, approximately 20 percent of new teachers left teaching altogether, and another 10 percent changed schools (Ingersoll, 2012).

The relational aspects of teachers' working conditions have a strong influence on their job satisfaction and intention to remain at a particular school (Jo, 2014; Johnson et al., 2012). Despite such evidence for the importance of environmental support, TALIS data show that, on average across OECD countries and economies, 22% of novice teachers, compared to 19% of more experienced teachers, would like to change to another school if that were possible.

For some of the participants in this study, a move or a desire to migrate to a different workplace was perceived as something that could make all the difference. A few participants reported switching schools in search of a more supportive framework. In their interviews, they described how a change of school transformed their experience of teaching entirely, allowing them access to further professional growth, improved self-efficacy and the opportunity to better realise their potential. This was a positive coping mechanism that the novice teachers implemented, demonstrating their sense of agency in finding a solution to improving their work conditions in fulfilment of their professional expectations. Recent studies of novice teacher migration indicate that in

their first years, teachers who remained in teaching adapted to their particular schools or found a better match for their talents in a different setting (Randi, 2017).

4.5.7 Making Adjustment Efforts /Personalise Learning

Another theme that emerged from phase one related to the challenges of teaching focused upon the adjustment efforts participants anticipated their role would require. Participants referred to the need to become skillful in finding new ways to engage their students and to adjust their teaching to the diverse needs of different types of learners. They repeatedly highlighted the creative efforts this process necessitated, as well as the need to gain independent insights through experience, as these aspects of teaching were not part of their formal training.

4.5.8 Adapting Innovative Approaches to Teaching as a Solution to Teaching Challenges

In response to the challenges expressed in phase one, participants in phase two expressed a sense of satisfaction that they were able to implement innovative and engaging approaches to teaching, which solved some of those challenges. In general, novice teachers are open to technological innovations, adopt different types of digital tools, and believe that integrating technology into their teaching facilitates their pupils' learning and understanding (Stein et al., 2020).

In the interviews, participants spoke of their desire and ability to stay up to date with effective teaching methods and present their students with various forms of content that would capture their interest and attention, rather than sticking to traditional teaching methods. Their choice of teaching strategies and general approach appeared often to be the result of having been exposed to the latest innovative teaching approaches at the training college, where they were introduced to and encouraged to experiment with 21st century teaching strategies. This innovative approach seemed to be part of the formation of their professional identity and personal preferences as educators. Among the methods most commonly mentioned by participants were use of different digital tools, games, as well as student centred teaching, and personalised learning.

The participants' reported success using innovative teaching strategies seems to support the conclusion of Haug and Mork (2021) that twenty-first century techniques

engage students and improve the level of their motivation and learning. Moreover, the willingness of teachers to try out innovative ideas and teaching methods is an important step towards professional growth (Haug & Mork, 2021).

4.6 Deriving Meaning from Relationships with Students

In both phases of the research, participants stressed the importance of the teacher's interaction with students. In the farewell speeches, they spoke about the significance of developing warm and close relationships with their students, and teaching as a teacher-student partnership. In the interviews, participants expressed satisfaction that they were able to implement what they had envisioned in their farewell speeches through their actual experience in the field. They spoke about how their meaningful relationships with the students contributed to their students' improved academic and behavioural performance, and consequently contributed to their own sense of self-efficacy within the classroom.

4.6.1 Warm and Close Relationships

A vision that was dominant in the farewell speeches and given considerable importance was that of close relationships with students, which extend beyond school matters and touch their personal lives. In particular, the participants emphasised their altruistic desire to make an impact on their students' lives, which is one of the most common intrinsic motivations for why people choose to become teachers (Heinz, 2015; Tricario et al., 2015). They portrayed loving and caring relationships that included a great degree of acceptance and encouragement on their part, and a high level of trust and emotional disclosure on students' parts accordingly. This type of connection was often described as unconditional love and support, and was compared to their relationships with their own children. For some, it seemed that these relationships were accompanied by a great sense of pride, and seen as what allowed them to form a strong bond that outlasted their time together.

4.6.2 Teaching as Teacher-student Partnership

Another theme that emerged from the students' farewell speeches relates to the cooperative and mutual nature of the practice of teaching as envisioned by the

participants. They placed an emphasis on the realisation that students played a significant role in their teaching, both in terms of outcomes and in terms of professional growth and improvement, and expressed their gratitude for that. Participants often regarded their teaching career as a shared journey and a shared effort; and thus, they considered their students' achievements to reflect their own.

4.6.3 Perspectives from the Field

An important theme emerged from the interviews in phase two which indicated a connection with the expectations expressed in the students' farewell speeches, namely, the significance of creating meaningful relationships with students. In this regard, participants elaborated on the significance of their relationships with students, and they expressed satisfaction that they were able to implement what they had envisioned in their farewell speeches through their actual experience in the field. They spoke of the values they aimed to teach and instil in their students beyond the curriculum, and of some of the strategies in which they tried to model these values and behaviours.

The values they highlighted reflected the main moral and professional teachers' values, as outlined by Gökçe (2021). They mentioned moral values such as virtue, sympathy, equality, affection, respect, humanism, and tolerance, and professional values such as discipline, friendship, diligence, responsibility, devotion, and openness to change. According to Gökçe (2021), teachers who possess these moral and professional values tend to show more concern with students' welfare and are able to make independent decisions and take responsibility for their actions at schools (ibid, 2012).

The participants explicitly expressed their aim to teach, instil, and model values, indicating that they associate their role as teachers with the figure of an important role model for their students (Umoren, 1999). The types of relationships they described were often characterised by a high degree of attentiveness toward the students, as well as closeness and support, mutual appreciation and understanding. Participants also often described the work involved in creating and preserving such relationships. In contrast to phase one, the participants realised that their relationship with the students was very important for several reasons. Above all, participants' relationships with students seemed to be a main source from which they derived meaning, satisfaction and motivation for their role as teachers.

The quality of the relationship that a student shares with his or her teacher is associated with a multitude of academic and behavioural outcomes, such as engagement in learning activities, interpersonal skills, environmental adaptability, and achievement across multiple domains (Chesnut & Hajovsky, 2021).

4.7. Summary of the Results

Several new themes emerged from phase two, which seem to indicate that despite the difficulties they encountered, the novice teachers demonstrated an ability to fulfil some of their early educational expectations, by compensating for difficulties they encountered through coping mechanisms. For example, the close relationships they developed with students seemed to be a coping mechanism for the loneliness and lack of guidance they found in the system. Similarly, the theme of finding one's place or migrating schools seemed to be a coping mechanism for fulfilling their professional expectation of finding a suitable environment that supported their visions of professional development. The theme of innovative teaching seemed to be a coping mechanism for classroom management challenges as it provided a way to ensure engaging and relevant lessons for their students.

The main result that emerged from the comparative thematic analysis of phases one and two is that the smaller the gap between the participants' pre-service professional expectations and their lived reality as novice teachers in the early years in the field, the more the participants seemed able to employ coping mechanisms as a way to confront the challenges that they encountered. The possible implications of this finding will be discussed below.

4.8 Implications of the Study

The study has practical implications for improving the pre-service training of novice teachers and preparing them for the difficulties often encountered in the early years in the field, thus potentially lessening the attrition rate of novice teachers. Foremost is the recognition that it is important that there be less of a gap between pre-service expectations and perceived teaching reality. In future research, I hope to explore whether equipping novice teachers with inner resilience can be achieved by

integrating coaching methods or coaching intervention workshops into the course of teacher training in the pre-service stage.

4.9 Limitations

The study had certain limitations. The first is that qualitative analysis does not allow for generalisation of results. This is especially true in this study, as the samples were very small and focused only on a limited number of homogenous participants (female, mostly religious participants from the same teacher's training program). It would be beneficial to conduct the study on a larger scale to collect a broader scope of data, in order to expand the impact of the study.

Another limitation involved my subjectivity as a researcher-practitioner, which required me to take a reflexive approach. There is also another possibly inherent bias, based on the relationship between the researcher and the participants. The participants' responses in the farewell speech and the interview may have been influenced by their desire to please the researcher, who was also the participants' pedagogical advisor, lecturer, and workshop leader. I tried to manage this type of bias, by not grading the content of the students' farewell speech task. By the time of phase two, the participants were already teachers, and I was no longer their advisor or lecturer. In the future, it might be beneficial to have the leader of the coaching workshop and the interviewer be external figures, whom the participants do not know.

A further limitation is that in contrast to direct questions, the use of the farewell speech involved an indirect method of evoking information, which required an interpretivist analytical approach. This might be resolved in future studies by giving direct questions or questionnaires that elicit similar information as that elicited through the farewell speeches, but in a more direct manner.

It is also important to note that the study was conducted in English and required the participants to express themselves in English, which is not their mother tongue. Therefore, their ability to express themselves might have been limited, and consequently, their responses might have been influenced by their language limitations.

Another limitation is that the study compared the outcomes of the farewell speech task within the context of the coaching workshop and the interviews of novice teachers in the field seven years later, but did not check the effects of the workshop task

within that seven year span. This could be resolved by checking how the workshop task affects pre-service teachers' practical work and then again check how it affects their early years in the field. It is also recommended to conduct another longitudinal study to see how the workshop task affects participants' long-term resilience and ability to cope with teaching challenges. This could be ascertained by checking who remained in the field beyond the early years.

With regard to data collection -- participant questionnaires could be given first during the students' practical work in order to directly ask the participants what their expectations are, and then the results could be compared to the results of a questionnaire given at the end of the teacher training program, in order to assess if their expectations became more realistic. Then, participants could be interviewed after they have taught for three years in the field, and asked directly using semi-structured interviews, if they were able to utilise the insights from the workshop task to overcome difficulties in the field. Expanding the data collection would help assess if everything that was done in the four years helped to reduce the gap between expectations and actual teaching experience. This would help to understand whether the incorporation of coaching tasks in the methodology courses during the students' teacher training program can improve pre-service and novice teachers' self-awareness and resilience to confront challenges in the field.

4.10 Recommendations

There are four recommendations emerging from this research. The first is to integrate one or more coaching tasks into the pre-service teachers' training, in order to clarify the students' values, motivations, and professional expectations and to narrow the gap between their expectations and the reality encountered in the early years in the teaching field. The second recommendation is to add more classroom management strategies and tips in the training program itself. The third recommendation is that during practical work, students are given more opportunities to work independently with pupils, not only in a sheltered environment, when the host teacher is continuously present. This would give the pre-service teachers the experience of being alone with the students for limited periods of time, giving them a chance to acclimatise to being alone and coping with challenges that arise, thus slowly building up a sense of self-efficacy.

The fourth recommendation is to supervise the relationship between the mentor teacher and novice teacher, in the first two years of teaching in the field, to ensure that the novice teacher is receiving appropriate mentoring and supervision.

4.11 Proposals for Further Research

Ideas for further research involve conducting a study with a broader scope, which explores the impact of incorporating coaching tasks into teacher training programs. A future study would involve more direct means of data collection which would give more concrete results, and would require less of an interpretivist approach. Thus, instead of a task that elicits responses implicitly through a creative writing task (i.e. the farewell speech), the task would ask the participants explicitly what their professional expectations are. The study would also focus on whether a direct connection can be established between a coaching workshop task and teacher attrition in the early years in the field.

CHAPTER FIVE -- CONCLUSIONS

In this concluding chapter, I review the study's approach and main results. I then present my final thoughts on the study.

5.1 Review of the Approach and Results

The research employed a longitudinal thematic analysis that involved two phases. The first phase took place in 2014 and the second phase took place in 2021. Phase one involved 19 participants, all of whom were female, mostly religious students who took part in a coaching intervention workshop in their first year at Talpiot Academic College, a teachers training college in Holon, Israel. During the coaching workshop, participants kept reflective journals in which they were asked to complete tasks following each of the seven coaching sessions administered by the researcher. The first phase of the current study was based on the sixth and seventh tasks in the journals (an imagined farewell retirement speech), which was thematically analysed with regard to educational vision, values, motivation and expectations. In phase two of the study, six out of the original nineteen participants from the coaching intervention workshop volunteered to take part in semi-structured interviews and to share their experiences and insights from their early years of teaching. The interviews were transcribed and thematically analysed. The themes that emerged from both phase one and two were analysed and compared, in order to ascertain if there was a gap between the participants' pre-service expectations and their actual teaching experience.

Most of the themes that emerged in both phases focused on classroom management and strenuous job, systemic issues and personal struggles. The thematic connections seem to suggest that the farewell retirement speech task had succeeded in helping the pre-service teachers establish a realistic educational vision and professional expectations, in effect narrowing the gap that often exists between unrealistic pre-service expectations and the reality encountered in the field. It might be possible to extend this observation to the overall positive impact of incorporating coaching tasks into teacher training programs; however, at the moment, it is difficult to generalise beyond the impact of the farewell speech task. Regardless, it is important to point out that only two out of the nineteen participants dropped out during the very early stages in the teaching field, and these two do not represent the common reasons that novice

teachers usually leave the system. It appears that perhaps the majority of the participants had clarified their expectations and developed more self-awareness of their motivations and values through the coaching task, which in effect may have narrowed the gap between their expectations and what they actually encountered in the field.

Some themes that arose only in phase two seem to suggest that the novice teachers' employed coping mechanisms when faced with challenges such as lack of support and classroom management. In some cases, the novice teachers conveyed the sense that they knew they were good teachers, and were able to see that it was the circumstances surrounding them which were the source of their difficulties. Instead of leaving the system, most tried to improve their conditions and seemed to have found coping strategies. For example, in some cases, they were able to migrate to other schools in order to implement their visions. In other cases, they seemed to compensate for the lack of support they received from veteran teachers and principals by finding support in their successes and satisfaction from the profession, relating it to the success of their students. This seemed to increase their sense of self-efficacy and give them motivation to continue in the field. Another way they seemed to compensate was to employ innovative teaching strategies and digital tools to overcome the challenges of engaging their students and dealing with classroom management issues. All of these coping mechanisms appear to have contributed to an increase in the novice teachers' job satisfaction, which could possibly result in a decrease in the attrition rate of novice teachers.

5.2 Final Thoughts

The motivation for conducting this study came from my work as a practitioner in the field of teacher-training education. It is based on my conviction that the problem of teacher attrition in the early years is a very real problem which requires creative solutions. Through my own teaching, I identified a gap between pre-service teachers' training process and their expectations of the profession and the perceived lived-realities in their early years in the field. The study came out of my resolve to find a possible solution to improve teacher retention. My inspiration for the project came from a coaching psychology course where I received a certificate to be a coach. It was there that I personally experienced some of the coaching techniques, which I then adapted

into a coaching intervention workshop that I developed in the teachers' college, from which one of the coaching tasks (i.e. the farewell speeches) became the basis for this current study.

The research has value to both the field of education and the field of coaching, as it suggests the possible value of integrating coaching techniques within the framework of education, specifically with regard to the training of pre-service teachers. It explores a new niche in which the practice of coaching can be applied. While the value of mentoring in the early years in the field is being addressed by programs such as the Promentors Project (2020), it is my contention that such in-service mentoring programs are not enough. Novice teachers might be better equipped if coaching tasks were an integral part of their teacher-training program. Such coaching tasks could potentially build up the pre-service teachers' professional identity and sense of self-efficacy and motivation to succeed before they enter the system and become discouraged by the challenges. Coaching tasks may help to equip pre-service teachers with realistic expectations of what they may encounter in the field, and even more importantly, it may help them develop the professional maturity to deal with such challenges.

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Appendix I

The Intervention Coaching Program

The group coaching process of the intervention program combined two main elements: the personal experience during the group coaching workshops and the follow up reflective process which was done through the writing tasks assigned in the reflective journal which the participants kept to record their experience and their insights. At the end of each of the seven sessions the participants were asked to perform diverse follow up writing tasks using guidelines and record them in their reflective journal. Each journal entry had a distinct objective connected to the aim of the previous session; therefore, there was no unified structure for the journal entries.

A group coaching approach was chosen since this approach has become increasingly popular in organisations where it makes better use of employees' time and cuts training overheads (Flückiger et al., 2016). In an educational setting the participants attended a first year course in which this intervention program was introduced.

This research builds on classic field experiments on self-efficacy in organisations that aimed to improve task-related performance by manipulating core sources of self-efficacy. A few specific experiments were adapted into the field of education to meet the goals of the intervention program which aimed at clarification of the educational vision and the positive effects of coaching on self-efficacy with regard to work-related performance in educational settings.

Diverse methods have been adapted to promote the clarification of the educational vision. The sequence of the activities in the intervention coaching workshop sessions as well as the follow up tasks were chosen by the researcher in a systematic order in an attempt to create a spiral process of developing participants' awareness of themselves, their core values, their intrinsic motivation, their educational vision, their goals and plans for the future. The main objectives of this coaching intervention program were to strengthen their professional identity, help them understand their inner motivation to become educators and to clarify their professional vision in order to help them cope with the hardships of the early years in the field.

This research helps clarify the value of the coaching intervention workshop. The study focuses on the participants' ability to draw upon the personal and professional

insights and their inner motivations gained through the workshop, to activate coping mechanisms when faced with challenges during their early years in the teaching field. Some of the coaching activities were performed in a large group, where the participants had to address everyone or a partner and share their thoughts and experiences. Other activities were done individually and involved a process of deep introspection and the recording of personal thoughts and reflections in their journals.

The following is the description of the workshop sessions as well as the seven follow-up tasks.

In the **first workshop session**, the participants were asked to present themselves to the group. They were given four cards and were asked to draw visual images presenting themselves from four different perspectives: *as a family member, a leader, an educator and an English teacher*. They were then asked to present their names and introduce themselves through their four images. As a follow up task in the reflective journal they were asked to attach the four cards and write a short descriptive paragraph explaining why they chose each image. The aim of the task was for the participants to introduce themselves to the group using metaphors, and thereupon, in the reflective stage, those same participants were requested to try explaining how these metaphors related to their individual personalities.

In **the second workshop session** the participants were introduced to a technique called *Johari Window* which is used to help people better understand their relationship with themselves and others. They were asked to work in pairs and fill in a graphic organiser made of four rooms while interacting and following a set of instructions. *Johari Window technique* was created and used by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955. The philosopher Charles Handy calls this concept the Johari House with four rooms (Allen, 2012). Room 1 is the part of ourselves that we see and others see. Room 2 is the aspects that others see but we are not aware of. Room 3 is our private space, which we know but keep hidden from others. Room 4 is the most mysterious room in that the unconscious or subconscious part of us is seen by neither ourselves nor others.

The objective of this activity was to help the participants uncover and share information about themselves. Moreover, after they had heard information about the way others perceive them (from their partners) and dealt with the whole topic of

self-discovery, they unravelled new things about themselves, bringing information that they thought they knew to the conscious level in a way that made them more aware of it. In the journal task they were asked to fill in all four windows and as a follow up to reflect upon their discoveries of self from this pair activity.

The first two workshop sessions and tasks focused both on discovery of self and on creating an open and comfortable group dynamic. The participants got to know each other on a more personal basis and set the stage for an open atmosphere which assisted them in sharing deeper and more personal information in their journey of discovering themselves, their goals and their educational vision.

In the **third workshop session** the objective was to uncover motivation. The participants were introduced to the concepts of intrinsic and extrinsic motivation with regard to career choice. In a sharing circle, each participant had to reflect upon herself and what motivated her to pursue a career in education. In the follow up task, the participants were asked to write a paragraph about what motivated them to study education in general and become English teachers specifically. The purpose of this task is to discover their declared as well as hidden motivations.

In the **fourth workshop session**, the discussion revolved around personal values, principles and qualities. A photo of a river was presented as a metaphor for personal values, and served as a prompt for a discussion about the question of the role of core values in our decision making process. The participants were given a long list of values and were asked first to mark the values they feel represent them. Then, they had to choose the five most important values, which influenced their goals and life choices. In the group they were asked to share their five values, choose one of these values and demonstrate how that specific value was dominant in their decision making process. The purpose of this activity was to uncover personal core values and demonstrate how core values affect our decision making.

In the reflective journal, the participants were asked to first mark on a life graph significant years and events in their lives. Then, they had to mark the high and low points during each period. Finally, they were asked to discuss their life graph in a paragraph describing specific positive and negative events, accomplishments and important crossroad decisions. As a reflective process they were asked to examine how

their core values had played an important role in their decision making process for each of those events described.

In the **fifth workshop session**, the participants were given a Wheel of Life Diagram and were asked to rate their satisfaction from 0-10 from different categories in their lives such as: career, friends and family, health, money, personal growth, fun and recreation. In a group they shared with a partner their diagrams explaining the grade they gave each category.

In the reflective journal they were asked to examine again their personal diagrams and answer a set of questions which helped them to evaluate their current state in life and to set personal goals for development and improvement.

The **sixth workshop session** took on specific importance as it turned out to be the most conducive to the results, findings and conclusions of this current study. The participants were asked to close their eyes and through guided imagery, imagine they were 30 years into their future. They were standing on a podium in their retirement party, reading their farewell speech. They were encouraged to look around the room and identify the participants in the audience. Then they were instructed to list all the achievements in their career thanking the different individuals. Following the visualisation, the participants shared with the group what they had envisioned, who was in the audience, and one thing they were thankful for.

In the reflective journal the participants were asked to write a whole farewell speech. In this speech they were asked to describe the audience and their professional accomplishments, and to thank the people who had played an important and influential role throughout their career. The purpose of this task was to write their **personal and educational vision**. This task made them connect with their inner desires, their core values and their intrinsic motivation in order to think ahead about their career plans and expectations. It required them to reflect whether they were on the right career path, envision their future development in the educational field, articulate their intrinsic motivation and intentions, and finally set long term life goals.

In the **seventh workshop session** the participants shared their farewell speeches with the group and talked about how they felt writing the speech. After that they were asked to re-read the speech and in their reflective journals to break it into short and long term goals paving their path by envisioning themselves in 10, 25, and 30 years hence.

They were asked to describe themselves at each point in time with regard to family, occupation, education, and level of satisfaction.

Appendix II

Participant Consent Form for Semi-structured Interviews



PARTICIPANT CONSENT FORM

Dear Interviewee,

By signing this consent form, you agree to participate in a follow up Zoom interview to research you were part of seven years ago, in your first year of the teacher-training program at Talpilot College. As part of your studies, you participated in an intervention program intended to clarify your educational vision. The current interview intends to compare your pre-service educational expectations to your real experience of teaching, seven years later. The questions in this interview emerged from the data you wrote in your reflective journal.

Please fill in the appropriate information and sign below.

I understand that participation in the study is voluntary and that I am **Yes** **No**
free to withdraw at any time, without giving any reason.

I understand that I can contact Luba Ostrizki at any time **Yes** **No**
(luba4u2@gmail.com) to discuss my participation.

I am happy for my interview to be recorded, provided it is kept **Yes** **No**
confidential and is de-identified.

Name:

Date of Birth:

__ Male __ Female

Contact email:

Contact phone:

Signature:

Date:

Appendix III

Semi-structured Interview Questions

An interview of a sample group of research participants conducted seven years after they have participated in the intervention program intends to compare the pre-service educational vision (expectations) to their lived experience of teaching, seven years later.

The questions in this interview emerged from the thematic analysis of their Farewell Speeches written in their reflective journals.

What were your expectations when you began your teaching experience (internship)?

1. In your farewell speech you talked about the challenges you believed you would need to overcome over the years, such as... . What were the challenges you had to overcome in the first years? (Please give examples from first three years of professional experience as a teacher).
2. a. How do you interpret your role as a teacher? (mentor, class manager, educational leader, organised organiser) Can you give an example?
b. How has this role evolved over time? to what extent is it similar or different to your original vision?
3. How do you maintain relevance in terms of content and age gap?
4. a. How do you perceive your relationship with your pupils?
b. How is it similar or different from the way you envisioned your relationship with pupils?
5. How do you perceive your....
 - a. professional identity?
 - b. knowledge development ?
 - c. skill development as a learner and as a teacher?

- d. professional development?
6. To what extent do you perceive yourself as a reflective teacher?
Provide an example to illustrate that.
(I'm using the term reflection because this is the term they were using in their farewell speeches)
7. a. To what extent do you feel a sense of fulfilment and accomplishment over the last three years?
b. What motivates you to stay and develop in this profession?
8. What lessons did you learn about yourself as a professional and as a person from the interaction with pupils, colleagues, parents and the school?
9. If you had an opportunity now to go back in time and meet your younger self (a fresh student beginning the training process) what would you tell her?
10. Looking back at your teacher training program at Talpiot,
a. Do you feel you were equipped with enough knowledge methods and strategies to meet the field?
b. Which elements in the program helped you become an effective teacher?
Give examples
c. What would you add to improve the training program?
11. Do you remember the coaching intervention program in your first year of study?
Did it make any impact on you as an educator? on your expectations from your work in schools?
12. **Clarifications:** In your Farewell Speech you wrote... .. and now you say... ..
(one or two examples)

What in your opinion brought about a change in your perspective/ view/ vision?