

A group of people are practicing Tai Chi in a large, arched wooden structure. One person in the center is performing a high jump or a specific Tai Chi movement, with their arms raised. Other people are standing around, some in various Tai Chi stances. The structure has a high, vaulted ceiling with exposed wooden beams and a wooden floor. The lighting is warm and natural, coming from large windows or openings in the structure.

למידה פרופסיונאלית במקום עבודה
סוגי תמיכה

Lily Orland-Barak
The University of Haifa, Israel

אדויות



השלכות

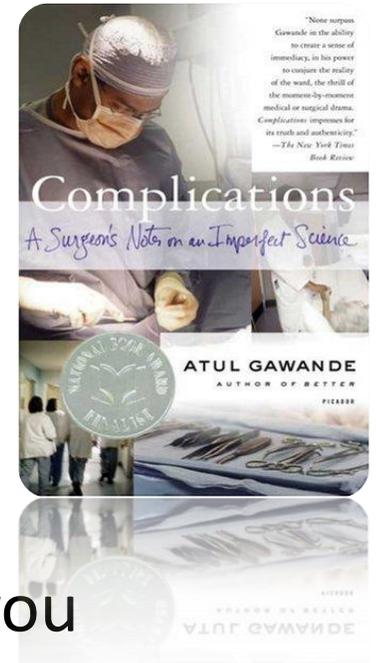
פוזנות

פרופסיונאלית : מבט מקרו

Practice is funny that way. For days and days, you make out only **fragments** of what to do. And then one day you've **got the whole thing whole**.

Conscious learning becomes unconscious knowledge , and you **cannot say** precisely **how**...reality however turns to be much **messier**...you do get good at certain things but no sooner ...you find what you know is outmoded...

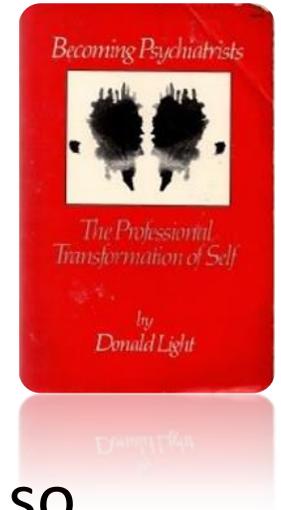
(Gawande,2002)



Practice, it turned out, did not necessarily make perfect.
Whether it did...depended on **how**
surgeons and their team worked (Gawande, 2002)



Becoming Psychiatrists



...discontinuity in the transition...

...the **search for efficacy** and the **doubts** about whether one is doing any good...the groping for techniques so different from those in medical school, the **role confusion** ...the **ambivalent** relations with the staff ...

...like law students ...they feel anxiety not because they are learning a series of techniques and a specialized body of knowledge but because their **sense of self is being shaken**...

(Light, 1986)

תמות מרכזיות בלמידת מתחילים

פרגמנטציה

מעבר
טרנספורמטיבי

לחצים
חברתיים

תפקיד המדריך

ניהול הקשרים
שונים

שינויי השקפה

שבירת אמונות
ראשוניות

מציאות
'messy'



סוגי תמיכה

Diagnosing problems

Framing novices learning

Models of thinking about different
methods of teaching

Communities of learning



Historical shifts

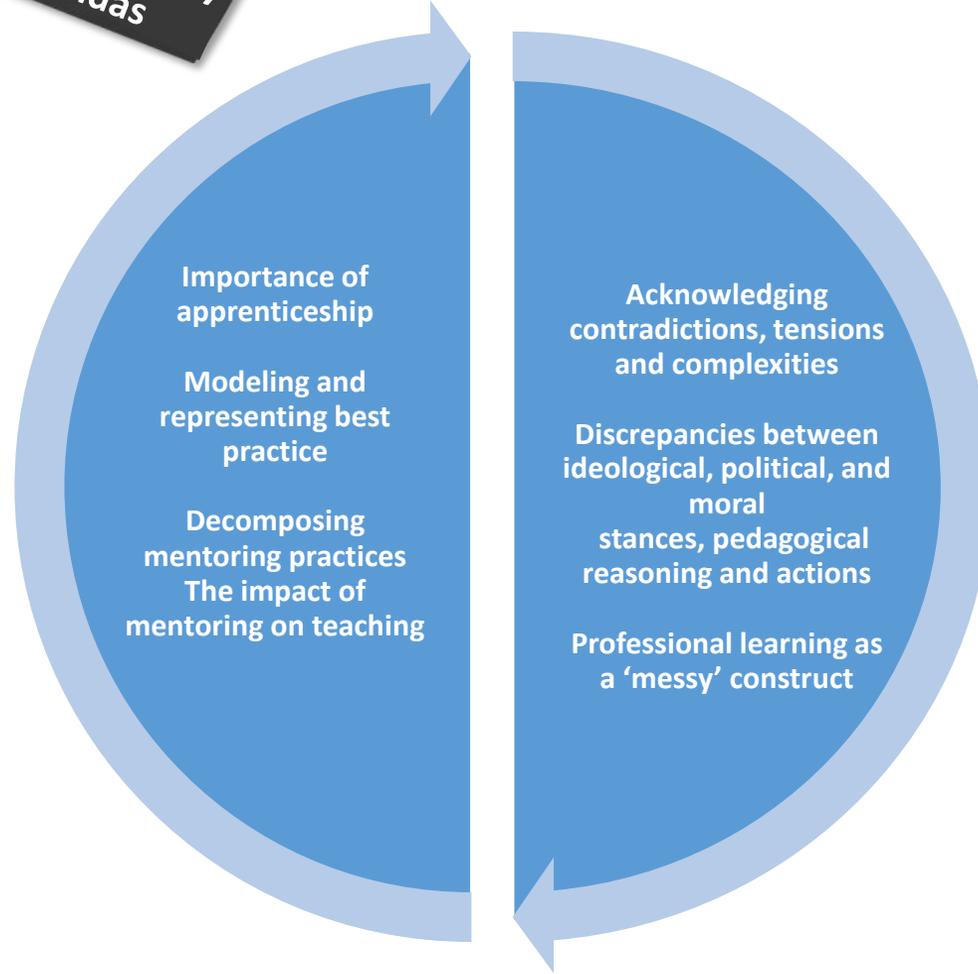
Transmitting
knowledge

- Strategic views
- Behavioral-cognitive psychology

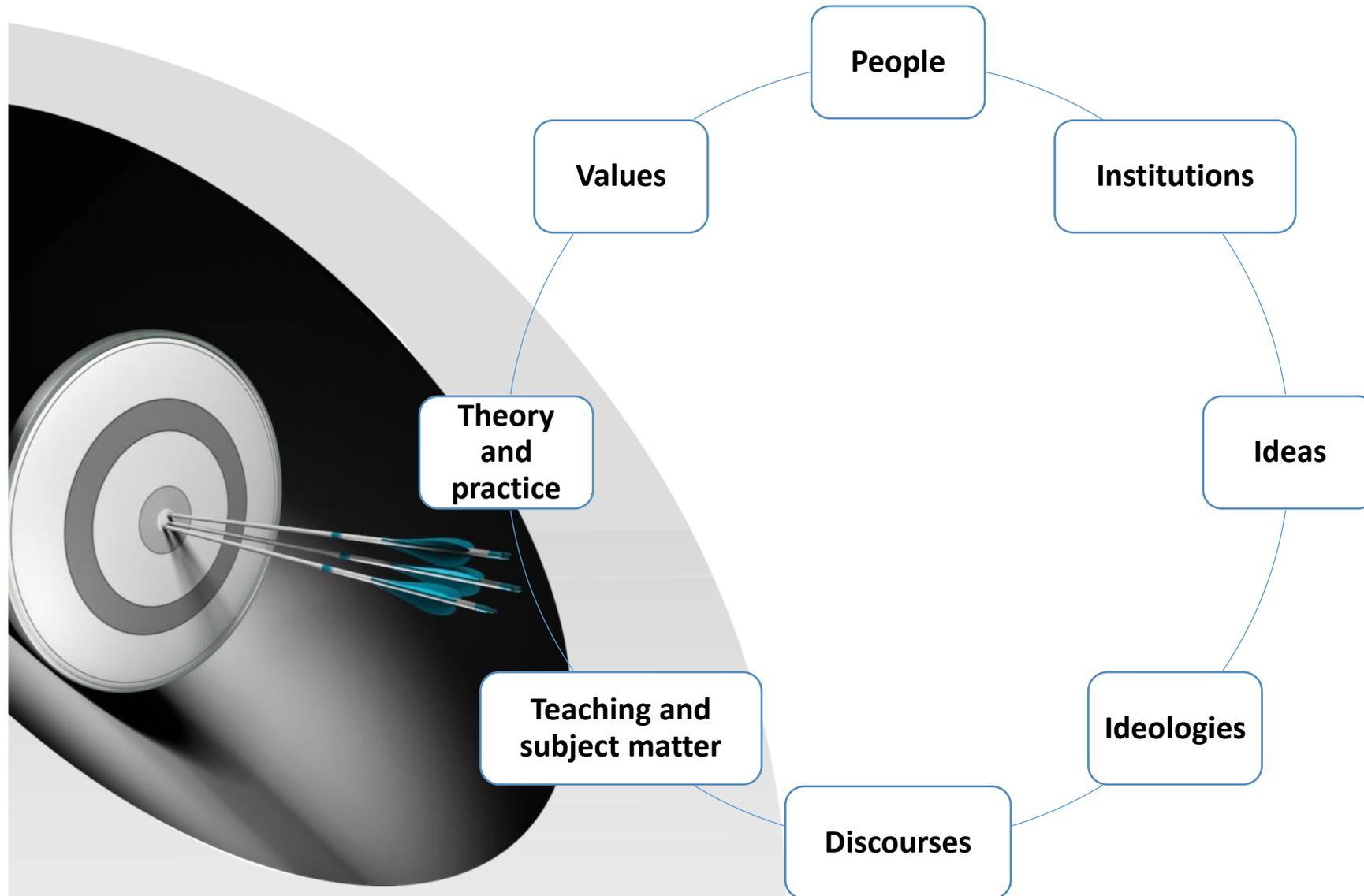
Mediating
knowledge

- Socio-cultural approaches
- Cultural psychology

**Complementary
agendas**



Mediation between:



Fragmented picture



למידה פרופסיונאלית וסוגי תמיכה: מבט מיקרו





From teacher learning to teaching performance

Lily Orland-Barak and Tzafrir Goldberg

2015-2018

Goals

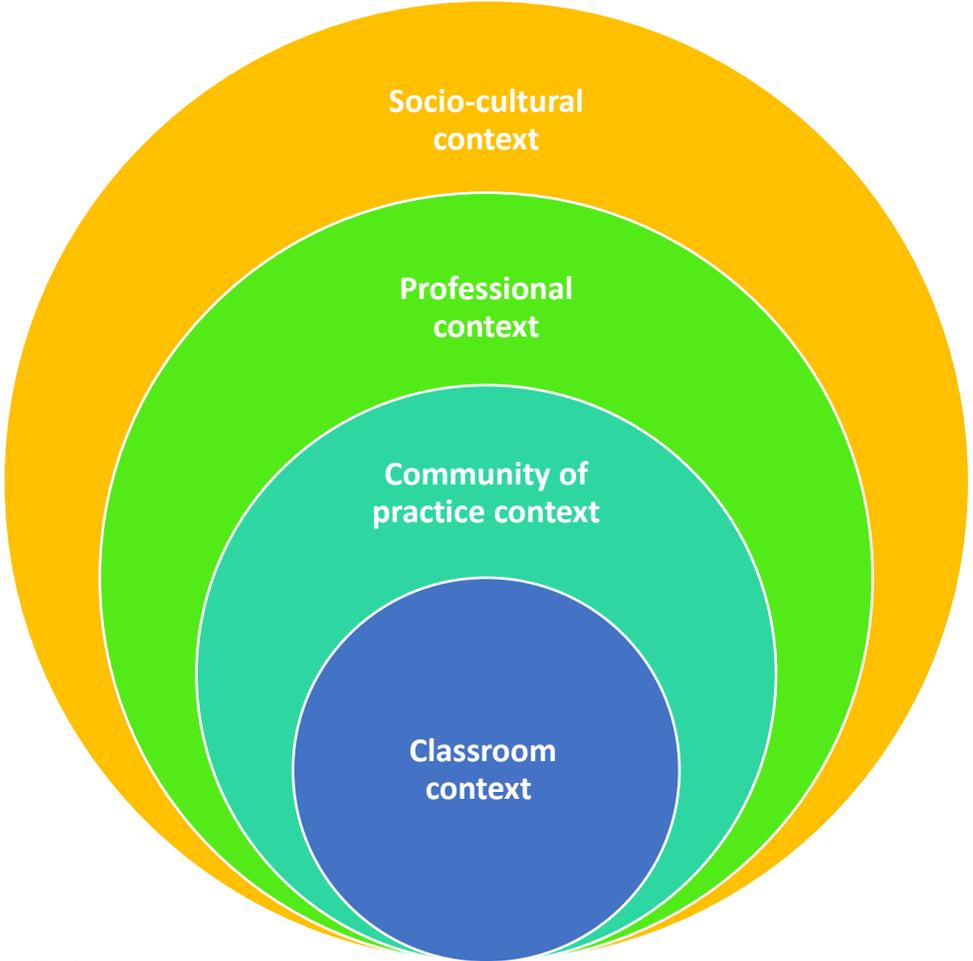
- Identify processes, strategies and resources in novices' learning at school;
- Assess impact of school environment and culture on novice teacher learning;
- Track the relation of novices' learning to their teaching performance

Theoretical anchors ...

- Much of what novices learn is acquired 'on the job'
- The school as a workplace environment is key to novices' learning
- Novices learn in a variety of ways from their environment (different individual strategies, relying on colleagues , resources and information sources ...)

- The adult learner and self-directed learning
- Situated learning and communities of practice
- Schools as social/ cultural contexts of learning
- Field experiences are a complex web of settings, people , interactions...
- Interactions bt. knowledge, beliefs, values, preparation, resources...

An ecological perspective on teacher learning

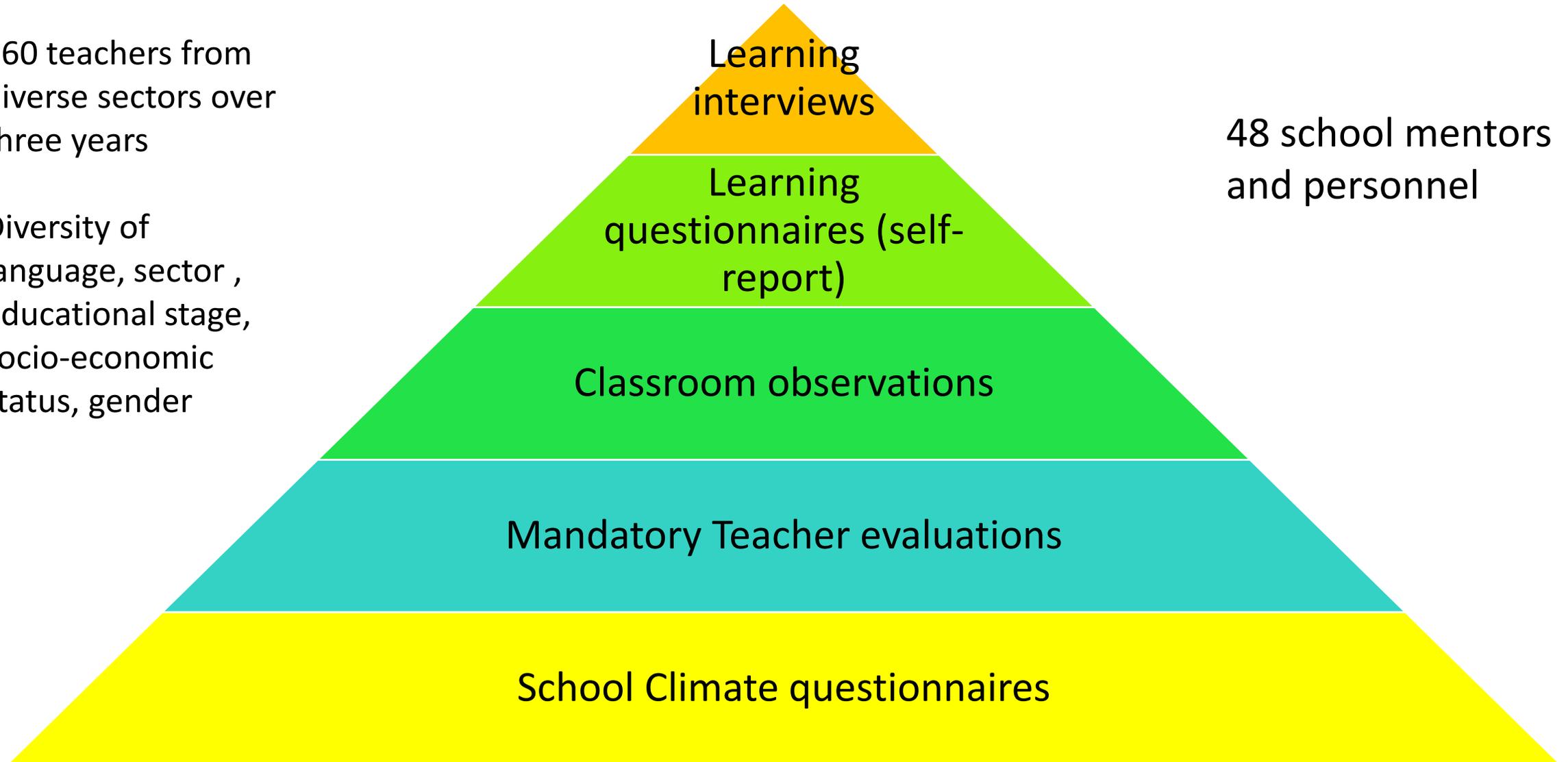


Data collection

360 teachers from diverse sectors over three years

Diversity of language, sector, educational stage, socio-economic status, gender

48 school mentors and personnel



Findings I: דפוסים למידה

□ Two major stable professional learning patterns :

(1) **Learning from professional authorities (LA)**

Experienced colleagues and superiors

(2) **Individualistic coincidental or experimenting learning (IC)**

Incidental encounters , trial and error , non-human or out of school resources

Findings II: סוגי תמיכה

- Degree of **school support matters**
- Novices' **perception** of their veteran colleagues matters
- **Alternative informal resources** within the workplace
- Similar strategies in different contexts but for different reasons

Findings III: סוגי תמיכה בי"ס ערביים

- ❑ Dominant collective norms of the Arab society do not translate into forms of support for novices at school.
- ❑ Arab teachers experience intensified challenges grounded in Arab cultural norms.
- ❑ Learning from external sources: family members, friends and the internet

סוגי תמיכה בי"ס ערביים – המשך

- ❑ Arab novices' perception of the principal as an authoritative figure **and** a source of learning.
- ❑ Experience of school support influences aspects of performance related to **student-teacher relations**.
- ❑ Novices' experience and use of **strategies as learners** influence aspects of performance related to their own teaching.
- ❑ Cross-cultural **differences in the implementation of induction policy** related to school support frameworks.

תובנות : So what's the story?



(1) The case of Israeli Arab schools



- Strong affiliation to schools as an extension of family and ethnic community **yet,**
- Workplace described as authoritative, judgmental and conservative.
- Avoiding exposure of mistakes and successes-leading to seek for help and advice from **outside sources.**
- Need for **culturally tuned training programs.**
- **Questions a uniform induction policy** designed by the majority to answer the needs of minorities.
- **Background noises** that influence learning and performance in Arabs

(2) Contextual and inter-relational factors that influence novices' on-job learning



- A **basic level of performance** may be needed in order for novices to become available to learn from their practice, base positive perceptions, and prevent dropout.
- **'Hands-on' approach** or core instructional practices from excelling teachers.
- Practical tools to walk on stable ground even if it means applying practices that currently help them and they will later decide to drop.

Contextual and inter-relational factors- המשך

- **Perceived environment** as a factor in novice teachers' learning
Such an effect of context is “interactive”, rather than structural
- It is **not only the environment but also its perception** by a participant, that makes the learner.
- **Learning patterns matter** as adaptive strategies, which new teachers apply according to context.



השלכות



□ Greater focus on **unique induction processes** built on:

- (1) teachers' patterns of learning
- (2) perceptions of school as a learning environment
- (3) matching **administrators and mentors** to novices orientations.

□ Attention to **institutional and cultural norms** in the implementation of policy and in the expectations and assumptions about novices' PD.



השלכות

- **It's not all about the supportive** context but how the teachers' learning preferences and agency interact / align with the context.
- **Less focus on re-inventing** forms of support within the school and,
more about identifying how particular teachers need to be supported according to their personal preferences and agentic profiles



השלכות

- Alignment bt. context and teacher-as-learner lead to success, **even in non-supportive contexts.**
- Certain people might **succeed in non-supportive environments** if it **aligns** with their preferred style.
- The encounter and interaction between novices teacher learning profiles and individual preferences or dispositions may impact their professional learning and socialization.



השלכות

- Designing **culturally-sensitive induction frameworks** taking into account specific features of the school community in inducting novice teachers.
- Teacher education programs: focus on raising the awareness of learning processes and strategies in different contexts