Novice teachers' learning and induction at the workplace:

The case of Druze novice teachers in Israel

Hiam Nasseraldeen

A THESIS SUBMITTED FOR THE DEGREE

"DOCTOR OF PHILOSOPHY"

Monograph

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Abstract

This study examines novice teacher learning at the workplace within the induction phase. Specifically, it focuses on the influence of the individual and contextual factors and their interrelation on novice learning, induction and performance.

The challenges of teacher attrition and teacher shortage are of serious worldwide concerns (Birch et al., 2018; Craig, 2017; Sutcher, et al., 2016). Intensive scholar work has focused on what novices need to learn and what promotes their learning to become teachers, hoping that such efforts ensure their retention (Feiman-Nemser, 2003; Nasser-Abu Alhija & Fresko, 2010; Paula & Grīnfelde, 2018). Most studies on novices focused on revealing difficulties on different dimensions especially within the first year of teaching (Arviv-Elyashiv & Zimmerman, 2013; Caspersen, 2013; Ferris, 2016; Maskit, 2013). Less attention has been given to the later years of the induction phase. To address this gap, this study focuses on novice learning during the 2-5 years of induction.

The encounter with the school culture, interactions, work conditions and climate influence novice socialization and learning at the workplace, while the novice influences the school in return (Jurasaite-Harbison & Rex, 2010; Kelchtermans & Ballet, 2002; Nasser-Abu Alhija & Fresko, 2010; Zeichner & Gore, 1990). The gap between theory and practice is a dominant theme in the study of novice teachers imposing intensive learning needs (Bakkenes et al., 2010; Ferris, 2016). During the

first years of teaching novices need to learn various aspects while most of their learning occurs at the workplace (Feiman-Nemser, 2012; Hammerness et al., 2005). Within the literature on learning at the workplace scholars, on the one hand, stress the role of individuals, especially through their subjective interpretation of the context (Billett, 2010). On the other hand, major attention has been paid to the workplace as a learning site and, more specifically, to the organizational culture and the sociocultural context of the workplace (Fuller & Unwin, 2004; Vähäsantanen et al., 2008). In fact, a wide agreement among scholars is on the significance of considering both individual and contextual setting in the study of learning at the workplace. However, less attention has been paid to the specific local context within which schools operate. Another aspect that has been of central interest within the literature on learning at the workplace in general and in the case of teachers in particular is professional agency (Billett, 2014; Eteläpelto et al., 2015; Eteläpelto et al., 2013; Goller, 2017; März & Kelchtermans, 2013; Priestley et al., 2012; Toom et al., 2015). The notion of agency has been associated with teacher learning as well as promoting student learning (Toom et al., 2015). Different forms of agency have been recognized (Oolbekkink-Marchand et al., 2017; Pappa et al., 2017; Vähäsantanen et al., 2009), and some were even identified in early stages of teaching (Cheng & Szeto, 2016; Mesa Villa, 2017; Tricarico et al., 2015). Most of all, scholars stress the significance of the interrelation between the individual and workplace context in enabling, fostering or constraining agency (Eteläpelto et al., 2015; Oolbekkink-Marchand et al., 2017; Priestley, 2011). As most attention has been given to the question of how best to support novices, the question of the agentic role of the individual novice has been less central. This study addresses this aspect as we spotlight the role of the individual from an agentic perspective yet taking into consideration the organizational one.

Taken to the context of teaching, comparison between novice and veteran teachers revealed various differences by several means such as the influence of the context (Kyndt et al., 2016) or the ability to articulate conveying one's own learning needs (Caspersen, 2013). Another identified difference is related to the alignment between teacher learning and practices (Basturkmen, 2012; Farrell & Bennis, 2013; Kyndt et al., 2016) as more alignment was evident in the case of experienced teachers (Farrell & Bennis, 2013; Kyndt et al., 2016). In fact, the relationship between novice learning and performance has been a less addressed aspect and mostly restricted to the impact of teacher learning on student achievement. The need for quality and professional teachers is highly essential for the success of students (Darling-Hammond, 2013), which makes investing in teacher learning crucial especially in the case of novices. To support novice learning, induction programs have been designed all over the world. An increased variance in induction programs across schools, districts and countries is becoming strongly apparent (Kutsyuruba et al., 2016; Long et al., 2012). Some studies show a positive impact of induction programs on novice socialization and learning (Ingersoll & Strong, 2011). However, the questions of the compatibility of induction programs with certain contexts and how the context influences the implementation of the induction policy are still controversial (Avalos, 2016; Kearney, 2013; Kutsyuruba et al., 2016; Long et al., 2012).

Based on the above background, the overarching research was: How do the individual and contextual factors play out to shape novice[1] learning and performance within the induction phase? To answer this question, this study sought to examine the three following sub-questions: What characterizes novice learning processes,

[1] Within the body of literature, there are several synonyms that refer to novice teachers, such as beginning teachers, new teachers, newly qualified teachers and early career teachers. This study focused on the first five years of induction. To this end, we have adopted the term 'novice teachers'.

strategies and resources? What sociocultural factors influence their induction and learning and how? and what is the relationship between novice learning process and performances?

The present study was conducted in the context of the induction phase of teaching. Specifically, we examined multiple cases of Druze novices and their learning during the induction phase. Our choice of the Druze context is of relevance (Stake, 2006), as it answers the calls for examining induction processes in different contexts (Ingersoll & Strong, 2011; Kyndt et al., 2016). By means of diversity (Stake, 2006), the choice of the Druze context lies in its uniqueness as an ethnic Arabic speaking community in Israel. By applying a purposeful sampling, we were able to achieve a wide range of case variation (Patton, 2015). For a maximum variation sampling strategy, we chose different novices (male and females, teaching different subject-matter and levels) and schools (secular/religious, lack/wealth of resources, high/low achievements, new/senior schools).

This study draws on an interpretive-qualitative research approach. Within the spectrum of qualitative genres, we adopt the multiple case study method that enables examination of how the studied phenomena is affected by its context (Yin, 2003). By using 'instrumental' multiple cases study the interest is not on the cases but how the findings can contribute to policy and practice changes (Patton, 2015; Stake, 2006). We applied a triangulation of data collection tools (interviews and observations) and data resources (novices and veteran teachers). In total, 30 novices and 17 significant colleagues (each working in the same school as a novice) were interviewed (Creswell, 2003; Kvale, 1996) including teacher-mentors, principals or other staff members. Non-participant observations (McDonough & McDonough, 1997; Tzabar Ben-Yehoshua, 1990) were held in class to document novice performances. Our inductive

thematic analysis started with reading the data thoroughly. Then, codes were assigned to segments of meaning in first and second cycles of coding (Saldaña, 2016). Codes were combined into categories and themes that connect units of information (Charmaz, 1995; Kvale, 1996; Shkedi, 2010) and represent the variation of participants' perspectives, feelings, thoughts, beliefs and knowledge (Creswell, 2003; Shkedi, 2010). A qualitative computer-based analysis software (ATLAS ti) was used for organizing, sorting, coding and for analytical memo writing (Creswell, 2003; Friese, 2014). At the last stage, themes were refined and finally compared with existing concepts and theories (Miles et al., 2018).

Our findings revealed how novice teachers display proactivity to navigate the learning process through comparing and choosing what to learn and whom to learn from, and by turning the challenge into a learning resource. Novices in this study recognize the individual's central role in managing the learning process at the workplace but acknowledge the organization's contribution as well. This contribution was mainly described in terms of emotional support and maintenance of interpersonal relationships with trusted agentic colleagues rather than mentors and subject-matter team. At the organizational level, the findings revealed the relationship between the organization's internal perspectives on novices and how these perspectives are expressed at the external level, that is, in the processes of induction and catering for novices' needs. Here, we identified external (social changes within the community) and internal (generation gaps) factors that impact schools and create needs for novices to promote the system as bringing about change and not just as ones who learn school existing practices or maintain the status quo. These factors inform novice learning of *what* is important to learn, *whom* to learn from and *how* to act. The combination of interview data and observational data allowed for a look at the relationship between

the teacher's internal (what novices say about their learning) and external perspectives (what they do when teaching) of the learning process. These reflect the outward-directed perspective of teacher learning, in this case towards the student learning processes.

The findings exposed how surprisingly being part of a less privileged community enables novices to exercise agency as they are well informed about the school's culture and needs within the wider local context. Furthermore, the alignment between novice and school agentic orientation enables individual agency to expand to influence others rather than being restricted to one's own level as identified in both novice account of learning and in class performances. Novice interpretation and understanding of their own learning as novices revolves around their proactive role as a prerequisite for managing learning strategies and resources, while school forms of support are appreciated facilitating conditions. Those were reflected in novice performances that foster student engagement in learning and provide support through interpersonal relations. The simultaneous experiences of being a learner and being a teacher within the school context shape the novices' perceptions of the learning process and inform their understanding of student needs and eventually influence novices' performances.

The main theoretical contribution of the study lies in the offered expansion of the discussion on the role of agency in learning at the workplace. We offer three aspects that have been less addressed in the literature on agency and their role in learning. This includes adding an organizational level besides the individual one, taking into consideration both internal and external contexts of the workplace. Finally, we offer paying attention to latent forms of agency rather than focusing solely on the apparent ones. The practical implementation can guide stakeholders involved in

designing induction programs by exposing context-specific relevance in influencing the implementation of induction policies and novice learning as well. More attention should be paid to the place of agency in promoting novice learning at the workplace while taking into consideration the fit between novices and schools in agentic orientations.

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1. Introduction

Students need quality teachers to guide them in their learning processes (Darling-Hammond, 2013). Teachers need effective induction to guide them in their learning to become quality teachers (Flores, 2010; Ingersoll & Strong, 2011). This multiple case study focuses on the questions of how novice teachers learn in the workplace, what influences their induction and learning and how their learning is related to their performances.

Paradoxically, though induction and support frames for scaffolding novices have been increasingly promoted during the last decades (Tynjälä & Heikkinen, 2011), teacher attrition rates and teacher shortage continue to constitute major worldwide problems (Birch et al., 2018; Craig, 2017; Sutcher et al., 2016). Many studies suggest that teachers tend to leave the profession within the first five years of teaching (Arviv-Elyashiv & Zimmerman, 2013; Ingersoll & Perda, 2011), putting students' experience of quality professional teaching at risk (Darling-Hammond, 2010; Henry et al., 2012). In an attempt to prevent novice teacher attrition, various induction policies and frames have been designed and implemented. The quality of induction programs has been found to exert a significant influence on novice teachers' socialization and retention (Feiman-Nemser, 2003; Nasser-Abu Alhija & Fresko, 2010; Paula & Grīnfelde, 2018). Most of all, mentoring colleagues are considered to be the most significant agents for socializing novices into the school culture (Martin et al., 2016; Nasser-Abu Alhija & Fresko, 2010; Orland-Barak, 2016). As novice teachers mostly learn by sharing experiences with other colleagues (Birkeland & Feiman-Nemser, 2012), experiencing a positive and cooperative school culture and supportive leadership are essential for developing positive dispositions towards being

a teacher and for learning at the workplace (Flores, 2004; Jurasite-Harbison & Rex, 2010; Szeto & Cheng, 2018).

Literature illuminates on learning at the workplace as characterized by collaboration with colleagues, managing challenges and difficulties, and consulting information sources (Kyndt et al., 2016; Tynjälä, 2008; Tynjälä & Heilkkienon, 2011). Such learning opportunities are known to be influenced by the sociocultural factors of the workplace and the individual's choice and degree of engagement in these activities (Billett, 2011; Eteläpelto, 2017; Eteläpelto et al., 2013). The way learners see themselves and their workplace and the level of involvement in workplace learning opportunities are of major influence on learning at the workplace (Billett, 2002; 2011). Taken to our case, the way novices see themselves as teachers (workers and learners) and how they interpret and make use (or not) of the school affordances impact their learning (Billett, 2002).

Though abundant research has focused on learning at the workplace, a number of crucial questions remain unanswered and gaps to be addressed (Manuti et al., 2015; Marsick, 2009; Rozkwitalska, 2019; Tynjälä, 2008). The questions of the impact of induction programs on novice learning and what influences the implementation of the induction policy in specific contexts are still controversial (Avalos, 2016; OECD, 2019). Existing research has focused on the sociocultural context of schools by means of organizational culture, yet ignoring the boarder context (Kyndt et al., 2016). For instance, the fact that schools are part of the local social sphere may bear influence on schools, and possibly on novice learning and induction frames. As most focus has been paid to the first year of teaching as crucial, this study is concerned with the least addressed period of induction, namely the 2-5 year of teaching. Another identified gap

in the literature is the relationship between novice learning at the workplace and novice performances (Kyndt et al., 2016). The current study aims to address this gap by examining both novice learning and performance. We position our study within the sociocultural perspective that views learning as occurring through participation in social practices (Caspersen, 2013; Wenger, 1998) and shaped by both personal and contextual factors of the workplace (Billett, 2006; Evans, 2007; Hodkinson & Hodkinson, 2004; Tynjälä & Heilkkienon, 2011). Our study focuses on learning processes and induction as experienced by novices at the workplace in relation to its sociocultural context. In doing this, we acknowledge the role of individuals as agentic actors rather than as merely subjected to organizational processes (Eteläpelto et al., 2013). In this vein, the role of individual agency becomes significant for understanding workplace learning (Billett, 2011; Eteläpelto et al., 2013). Furthermore, we shift our focus towards the question of the relationship between novice learning and performance. In an attempt to situate our study in the field of learning at the workplace, we use Tynjälä (2013) 3-P model that identities lines of research and can be used as a map for locating our study within the large field of learning at the workplace. Our study can be identified across the presage-process-product mapping model (see Tynjälä, 2013, p.14). Our study attends to the presage components by examining novice learning as influenced by the learner factors and the context. We also investigate how the novices' interpretations impact the process of learning (strategies and resources). We explore the product stage by analyzing learning outcomes (performance). Taken together, these provide a wider perspective on the learning processes of novices.

The contribution of this study lies in more detailed examination of novice learning at the workplace (individual and organizational, learning and teaching). First,

the study triangulates different data resources (novices and experienced teachers) and tools (interviews and observations) to provide a more comprehensive view of novice learning at the workplace during the induction phase. This provides both individual and organizational perspectives, which enable a better understanding of both induction and learning processes. Second, the study broadens our understanding of teacher learning by identifying possible relationships between novice learning and performance. Finally, the study illuminates on the enactment of agency and its role in novice learning and induction as the data unfolds.

2. Theoretical Background

In this chapter we present the theoretical framework for this study by focusing on three major fields. First, we portray what we know from the literature about learning at the workplace in general, and teacher learning in particular. Then, we introduce insights from the literature regarding the role of the induction phase in novice learning at the workplace. Finally, we present recent literature on agency at the workplace as a major notion that emerged from our data. Together, the three fields (i.e., learning at the workplace, induction and agency) constitute the theoretical underpinnings of this study on novice learning at the workplace during the induction phase. Let us first examine what the literature on learning at the workplace suggests.

2.1. Learning at the workplace: Individual and organizational perspectives

Literature on learning at the workplace often examines how individuals learn and what influences their learning (Eraut, 2010; Fuller & Unwin, 2011; Tynjälä & Heikkinen, 2011). Within the discussion of how individuals learn, the notion of how formal (or informal) learning at the workplace is, has been central. There seems to be general agreement that learning at the workplace can be classified as being formal, non-formal or informal (Manuti et al., 2015; Tynjälä & Heikkinen, 2011). While formal learning is associated with institutionalized and planned activities, non-formal learning is noninstitutionalized though often planned. As for informal learning, it refers to learning that takes place through everyday life at the workplace in an unplanned manner. Some scholars have come to agree that all forms of learning need to be considered yet ample evidence supports the claim that most learning at the

workplace is informal (Billett, 2004; Eraut, 2004; Kyndt et al., 2016; Manuti et al., 2015).

Scholars widely agree on the significance of considering both individual and contextual setting in the study of learning at the workplace. Eraut and Hirsh (2007) point to several factors that enable (or hinder) learning at the workplace at the individual, team, level, management, and organizational level (e.g., time to learn at work, clear organizational values). Research stresses the role of individuals in learning at the workplace, especially through their subjective interpretation of the context (Billett, 2010). An example of how learner's interpretation of the context is related to the learning process is demonstrated by the work of Rozkwitalska (2019) who interviewed 63 employees to compare their learning experiences based on different workplace interactions. In this study, two types of workplace interactions were examined: mono-cultural and intercultural. While the participants reported more explicit learning from intercultural interactions, mono-cultural interactions were interpreted by the participants as a source of social support, which, in its turn, facilitated learning. Though in both cases, employees learned through interactions available at the workplace, their interpretation of the offered learning opportunities was different. In addition, social interactions are recognized as an important part of the organizational culture to consider in the study of learning at the workplace, especially when learning is viewed as a social process (Fuller & Unwin, 2011). The role of the individual was stressed in the earlier work of Billett (2002) who introduced the notion of dual participation to describe the relationship between workplace affordances and the individual's decision to engage (or not) in what is available. Workplace affordances refer to activities that workplaces offer and encourage individuals to participate in, including guidance. In other words, the learning process

depends on the way learners see themselves, the workplace and accordingly choose to participate (or not) in learning opportunities (Billett, 2002; 2011). Though engagement in these activities is based on the individual's choice, affordances are influenced by the sociocultural factors of the workplace (Billett, 2011; Eteläpelto, 2017; Eteläpelto et al., 2013).

In the study of the workplace as a learning site, intensive focus is given to the organizational culture. Scholars have suggested different characterizations of organizational cultures, generally on the basis of the availability of learning opportunities, openness and support of individual learning (Fuller & Unwin, 2004; Vähäsantanen et al., 2008). In an earlier work, Fuller and Unwin (2004) presented a framework that situates the workplace on the continuum of *expansive-restrictive* learning environment. For newcomers, an *expansive* workplace environment acknowledges their needs of learning and support. In contrast, in *restrictive* workplace environments newcomers are expected to become fully productive very soon while learning is expected to be passed from more expert employees to newcomers (Fuller & Unwin, 2004). In a similar vein, Vähäsantanen et al. (2008) offered another classification that recognizes *loosely coupled* and *tightly coupled* organizations. Their qualitative study involved 24 Finnish teachers in two educational settings: vocational and higher education settings. In a *tightly-coupled* organizational culture, teachers (in vocational school) reported more controlled, hierarchical and bureaucratic characteristics, and experienced less opportunities for influencing their workplace. On the contrary, within a *loosely-coupled* culture (higher educational setting), teachers highlighted more individual freedom and negotiation within the work setting. In both described classifications, organizational cultures were examined according available (or not) spaces for employees to learn and influence the workplace. Most of all,

scholars agree on the significant influence of managers in learning at the workplace. Empirical evidence appears to confirm that managers bear great influence on both organizational culture and learning processes (Eraut, 2010). The same is evident in the case of teachers as school principals that have been recognized to influence school culture and teacher learning (Hallinger & Kulophas, 2020; Kutsyuruba et al., 2016; Sullivan & Morrison, 2014; Tynjälä & Heikkinen, 2011). As our study attempts to examine the influence of the workplace factors on novice learning during the induction phase, we focus next on these aspects of the literature on learning at the workplace in the case of teachers, and more specifically of novices.

2.1.1. Factors affecting teacher learning at the workplace

Taken into the context of teachers, learning at the workplace has been of central focus in the study of teacher development (Imants, & van Veen, 2010). Within the body of literature, different conceptualizations of teacher learning have emerged over the last decades. Russ et al. (2016) point to three major conceptualizations: process-product, cognitive modeling and sociocultural. While the process-product conceptualization focuses on actions assuming a straight link between teacher learning and students' achievements, the cognitive modeling conceptualization focuses on learning as a change of cognition. Finally, the third sociocultural conceptualization focuses on the learner in a wider social context (Russ et al., 2016). In this study, we follow the last conceptualization as we adopt a sociocultural perspective. Here, teacher learning will be examined as a social and contextualized process. The sociocultural perspective views the learning process as situated within a wider context socially, culturally and historically (Greeno, 1997). This perspective views learning as situated and occurring through participation in social practices (Caspersen, 2013; Wenger, 1998). Such

participatory process is shaped by individual and organizational factors of the workplace (Hodkinson & Hodkinson, 2004; Tynjälä & Heikkienen, 2011). On the individual level, previous research examined a wide range of personal factors such as teacher's will to learn (Van Eekelen et al., 2006), engagement in learning activities (Meirink et al., 2009), personal learning style (Veronica & Lawrence, 1997), and autobiography (Goodson, 2003). Korthagen (2017) suggests that the study of teacher learning needs to focus more on the teacher as a person within the school context and how the teacher understands the teaching setting. In the current study, we focus on novices' interpretation of the induction setting, of their own learning at the workplace and how such interpretations are related to in-class performances.

Another examined aspect within the discussion of how individuals learn is the learning activities they take. In a study of 34 Dutch teachers, Meirink et al. (2009) found that teachers learn through various learning activities rather than isolated ones. Kyndt et al.'s (2016) analysis of 74 research studies distinguished two types of activities. One type included activities that teachers carried out on an individual basis such as reflection and learning by doing. The other involved activities that teachers carried out with others such as collaboration and sharing. Collaboration among teachers, work conditions, culture, conversational routines of professional communities and school leadership among other organizational factors, have been identified as influential on in teacher learning at the workplace (Flores, 2004; Horn & Little, 2010; Kyndt et al., 2016; Meirink et al., 2009; Putnam & Borko, 2000; Tynjälä & Heilkkienen, 2011). When comparing novice and experienced teachers, differences were not recognized in relation to the type of activities they learn from (Kyndt et al., 2016). However, differences were recognized in terms of the influence of the context. Kyndt et al. (2016), call for further studies on the interaction between the individual

and the organizational levels. Our study aims to answer this call as we examine novice learning from both individual and organizational perspectives. In order to obtain a wider perspective on novice learning, we aim at illuminating on the relationship between novice learning and performance. In fact, a limited number of studies have addressed the relationship between teacher learning and teacher performance.

Research focusing on teacher performance has been concerned mainly with the impact of teacher learning on student achievements especially by using value-added measures that have been criticized for lack of stability or reliability (Darling-Hammond, 2010; Hinchey, 2010). In fact, tracing the relationship between teacher learning and performance is challenging especially in light of the acknowledgment that most learning at the workplace is informal. Its implicit nature makes the recognition of its outcomes more challenging (Fuller & Unwin 2011; Kyndt et al., 2016; Tynjälä & Heikkinen, 2011). Alternatively, it is suggested that focusing on a specific context has a greater potential of recognizing learning outcomes (Kyndt et al., 2016), especially through using a case study methodology (Farrell & Bennis, 2013; Kang & Cheng, 2014). In the current study, we follow this suggestion and focus on a specific context while trying to trace any evident relationship between novice learning and performance. The work of Farrell and Bennis (2013) is an example of the use of a case study to examine the alignment between teachers' beliefs and practices. Through a comparison between an experienced and a novice teacher, the findings revealed a more evident alignment between stated beliefs and classroom practices in the case of the experienced teacher than in the case of the novice teacher. Yet, in both cases divergences were traced. In other attempts to examine the relationship between teacher learning and outcomes, differences between novice and experienced teachers

were revealed (Kyndt et al., 2016). Similar findings were stated by Basturkmen (2012) who found more alignment in the case of experienced teachers in comparison to novices. Furthermore, the author stressed that the context mediates the relationship between beliefs and practices of language teachers' performances. Though those studies pay attention to novices, previous research has largely overlooked the ways in which learning during the induction phase informs novice teaching. In our study we attempt to address this gap, however two important clarifications need to be made. First, in our analysis of novices' performance, we do not focus on changes in novices' knowledge. Second, we do not focus on assessing novices' quality of teaching. This is beyond the scope of this work. Instead, our analysis related to this aspect of the study aims to provide an answer to the third research question that focuses on identifying the relationship between how novices interpret their learning processes and how they teach in class.

Another gap that we identify in the body of research is the increased focus on the first year rather than on the second- and third year of induction. Most research work has paid major attention to the first year of teaching, yet they acknowledge that the induction phase is longer (up to five-years). This study is concerned with the least addressed period of induction, namely the 2-5 year of teaching. Next, we focus our review on the context of novice learning within this prolonged period of induction phase.

2.2. Novice learning during the first years of teaching: Challenges, needs and forms of support

Investigating learning from the perspective of novices draws its merits from the significant influence of the first years of teaching on teacher identity shaping, decision to stay or leave and future teaching quality (Feiman-Nemser, 2001; Hammerness et al., 2005). In defining novice teachers, we adopt the definition of beginning teachers offered by Kutsyuruba et al. (2016) as '*any educator who has completed a program of teacher education, holds a valid teaching certificate, and is within the first 5 years of employment in a school*' (p.7). During this period of time, novices are likely to experience various intensive learning needs, by means of knowing, feeling and acting like teachers (Feiman-Nemser, 2008). In fact, most studies on novice learning focused on revealing difficulties that novices face within the first year of teaching (Arviv-Elyashiv & Zimmerman, 2013; Caspersen, 2013; Ferris, 2016). Various difficulties are located within the personal dimension, interpersonal dimension, personal-professional, professional dimensions (Maskit, 2013). Some notions have been repeatedly documented for decades, such as 'reality shock' (Veenman, 1984), the gap between theory and practice (Bakkenes et al., 2010; Ferris, 2016), coping with work stress and difficulties in accessing collegial support and collaboration (Caspersen, 2013). Moreover, even the basic act of conveying one's own learning needs was found to be a challenge for novices when compared with experienced teachers (Caspersen, 2013).

Another line of studies sought to problematize novice learning at the early stages as a socialization challenge. During this period, novices learn to socialize into the school culture, norms and local teaching community while they face some difficulties partially due to the organizational school system (Caspersen & Raaen, 2014; Kelchtermans & Ballet, 2002; Zeichner, 2012). These encounters with the school culture, interactions, work conditions and climate influence novice learning at

the workplace, while the novice influences the school in return (Kelchtermans & Ballet, 2002; Jurasite-Harbison & Rex, 2010; Nasser-Abu Alhija & Fresko, 2010; Zeichner & Gore, 1990). To this end, Nasser-Abu Alhija and Fresko (2010) examined the induction program within the Israeli context and pointed to the positive impact of supportive mentoring in socializing novices not only pedagogically but in adjusting to the school culture. Mentors were found to be the most significant agents in socializing into the school culture (Martin et al., 2016; Nasser-Abu Alhija & Fresko, 2010; Orland-Barak, 2016). Furthermore, the effectiveness of novice socialization and learning is also influenced by a strong school leadership, the organizational school culture and the adequacy of the tasks promoted during induction (Avalos, 2011; Flores, 2004; Long et al., 2012; Maloney, 2012). In an earlier work, Kardos et al. (2001) identified three types of school cultures, a veteran-oriented, a novice-oriented and an integrated professional culture. Those school cultures are differentiated by the distribution of orientations between novices and experienced teachers. While a veteran-oriented culture prioritizes experienced teachers, a novice-oriented culture prioritized novices and their needs. The third kind of culture that fosters exchange among novices and veteran teachers was labeled as an integrated professional culture (Kardos et al., 2001).

School culture and supportive leadership are essential for developing a positive disposition towards being a teacher, teaching and for learning at the workplace. These are especially important as novices are known to mostly learn by sharing experiences with other colleague teachers, experiencing a positive and cooperative culture (Birkeland & Feiman-Nemser, 2012; Feiman-Nemser, 2010; Flores, 2004; Jurasite-Harbison & Rex, 2010; Sullivan & Morrison, 2014; Szeto & Cheng, 2018). In our local context, previous studies of Arabic-speaking teachers in

Israel focused mainly on difficulties and hardships teachers face as they were exposed to disadvantaged school cultures and socio-cultural contexts (e.g., Hayik & Weiner-Levy, 2019; Iliyan, 2013). For instance, Toren and Iliyan (2008) found that the school culture and organizational climate of Arab schools in Israel were part of the difficulties that novices face in their early years of teaching. This study joins a large number of studies that have shown that school context matters in novice's induction and learning (Jurasaite- Harbison, 2009; Long et al., 2012; Marsick, 2009). In fact, the study of novice learning has been associated with induction research (Kyndt et al., 2016; Wong, 2004). In this study, the induction phase is considered as the timely bounded context during which novice learning is examined, not only in relation to the first year of induction but in a longer and wider perspective. In our investigation of novice learning we focus on the induction processes and their influence as perceived by the novices and their colleagues. Next, we turn our focus to the discussion of induction frames and their significance in novice learning.

2.2.1. The role of induction frames in promoting novice learning at the workplace

Induction processes are intended to support novices and develop quality teachers (Darling-Hammond, 2000; Ingersoll & Strong, 2011; Wong, 2004). Though the amount of induction policies and programs is recently increasing all over the world, the rates of novice attrition are still worrying (Birch et al., 2018; Craig 2017). Induction policies and programs have been of great interest in the field of teacher transition from higher education into the field of teaching. Studies in the field of novices have sought to examine the role and impact of induction programs in

supporting and retaining them. Available data regarding the impact of induction are contradictory. On one hand, the majority of the studies in this area has highlighted the significance of school context and culture in the success of the induction process and retention of novices (Angelle, 2006; Long et al., 2012). In line with this, a critical review of research (Ingersoll & Strong, 2011) showed that induction of beginning teachers and teacher mentoring programs in particular have positive impacts. However, scholars continue to question the impact of induction and mentoring and its ability to provide the answer to the attrition problem (Kearney, 2013; Long et al., 2012) as novices' experiences of induction are still dissatisfying (Avalos, 2016).

Though scholars agree on the essentiality of induction processes, variance in the conceptualization and design of induction programs across schools, districts and countries is increasingly apparent (Kutsyuruba et al., 2016; Long et al., 2012). Most of all, scholars seem to agree on the significance of mentoring as a major component of the induction and very often the two concepts are used interchangeably (Ingersoll & Smith, 2004; Long, et al., 2012; Wong, 2004). In fact, the relationship between novices and mentors has been recognized as a significant element of the mentoring process (Nasser-Abu Alhija & Fresko 2010; Howe, 2006; Street, 2004) especially by means of emotional and psychological support (Hobson, 2009; Nielsen et al., 2006). Novices seem to value collegial support and care (Blair, 2008) and make use of formal and informal mentors (Hellsten et al., 2009). Yet, negative experiences of mentoring are still common descriptions (Hobson et al., 2009; Kardos & Johnson, 2010). In contrast to the disagreement around mentoring aspects, most scholars seem to agree on the significance of school leadership. Empirical evidence appears to confirm the notion that school principals play a major role in promoting supportive school cultures and consequently induction processes (Kutsyuruba et al., 2016; Long

et al., 2012) even through their basic attitudes towards novices (Vierstraete, 2005). In a previous study of a minority setting in Israel, principals were found to play a major role in novice learning and induction together with other culturally grounded aspects (Nasseraldeen et al., 2019). In the current study, we examine how various aspects of the workplace influence novice learning during the induction while trying to identify the dominant factors that shape this learning and the induction process itself.

Though the need to support novice induction and learning is a notion of agreement, there continues to be a debate about what influences the efficiency of induction. The vast majority of the work in this area has focused on internal sociocultural aspects such as school culture. Yet, scholars call for further research on what influences the induction processes within the school culture and the compatibility of induction programs to a given context (Ingersoll & Strong, 2011) as important questions regarding the interrelation between the individual and the organizational role remain unanswered (Kutsyuruba et al., 2016). In this vein, less is written about how local community social factors interrelate with the school culture and how this influences novice learning, especially in the case of marginalized minorities. This study aims to address this gap by focusing on the induction and learning of novices who belong to and work in a local minority setting.

2.2.2. Novice induction in Israel: From internship to tenure

In Israel, intensive efforts have been invested in the induction process of novice teachers. In fact, a special department in the Ministry of Education has been established and holds responsible for inducting new teachers. In this section we portray the induction process in Israel based on the information from the official site of Ministry of Education. According to formal published documents, Director

General's Circular (Ministry of Education, 2016), the induction of novices is viewed to include the first year of internship and the coming two years. During the internship year novices teach in schools while receiving intensive mentoring by a formal mentor. Novices are required to take an induction course and go through a process of formative and summative assessment to both support novice growth and determine whether the novice receives (or not) a teaching license. Receiving a teaching license is fundamental for becoming a formal novice teacher and a potential candidate for attaining tenure. In fact, the Israeli Ministry of Education defines a novice teacher as a teacher who has successfully completed the internship year but is still in the formal first and second year of teaching. After finishing the internship, novices are assigned a guide (in-school colleague) and required to take part in another induction course while going through an assessment process for tenure. As schools are inducting organizations and seen of major influence in fostering successful induction of novices (Ministry of Education, 2016), essential conditions are needed to ensure best induction processes. Those conditions include enabling novice success, taking shared responsibility in inducting novices, collegial support including experienced teachers and conducting assessment and feedback. Though positive impact of the induction program in Israel is acknowledged (Nasser-Abu Alhija & Fresko, 2010), several studies of new teacher induction reveal problematic aspects especially in unprivileged minority settings (Toren & Iliyan, 2008). Some even question the compatibility of national standardized policies with non-majority school settings (Arar & Oplatka, 2011; Reingold & Baratz, 2020). In the current study, we attempt to examine novice learning and induction in the workplace in a less privileged setting.

Current studies appear to support the notion that a new perspective on novices needs to be promoted. Instead of focusing on difficulties they face, novices' potential

sought to be revealed. Imants and van Veen (2010) point to the switch in thinking about novice teachers from being passive to active learners as their interpretation of the context is central to the learning process. In line with this, a call for a perspective change was presented by Kelchtermans (2019) in his discussion of previous literature on early career teachers. The author pointed to four lines of research foci: focusing on the individual level and dealing with challenges, focusing on the socialization into the school culture, focusing on the issue of teacher attrition and retention and the focus on supporting novices. Though the author acknowledges the significant contribution of previous research around different foci, he claims that an implicit representation of novices as incompetent and deficient has emerged. Alternatively, he suggests that novices are better represented as agents, networkers and assets. Following this suggestion, we adopt the perspective of agency at the workplace in our examination of novices learning during the induction phase as will be explained next.

2.3. Agency: An emerging concept in learning at the workplace

Within the literature on learning at the workplace, the interest in professional agency has increased especially during the last decade (Eteläpelto et al., 2013; Goller 2017). Current studies appear to support the notion that agency and learning at the workplace are interchangeable concepts as they share basic characteristics. Both learning and agency are oriented towards change of existing situations, knowledge and actions. Both are future-oriented and ongoing process and are essential constructs in workplace development. In fact, the role of individual agency has become significant for understanding learning at the workplace (Billett, 2011; Eteläpelto et al., 2013) as a growing line of research has come to see learning not only as an outcome of workplace affordances, but also as a highly dependent on individual's role (Biesta et

al., 2015; Billett, 2006; Eteläpelto et al., 2013). There's a growing agreement on the importance of agency in learning at the workplace, that is even seen as a necessary condition (Eteläpelto et al., 2013; Goller & Harteis, 2017).

In earlier work, agency was either seen from an individual perspective (Giddens, 1984), or through analytical separation between the individual and the social context (Archer, 2000). Later, adapting a sociocultural approach, the roles of both individual agency and the social and cultural context were acknowledged (Eteläpelto et al., 2013; Evans, 2007; Hodkinson & Hodkinson, 2004). In an attempt to classify individuals according to their agentic attitudes, Goller (2017) suggested a hypothetical continuum. On one end of the continuum, individuals who are highly agentic can be located. While on the opposite end, others who are non-agentic are situated. A number of studies have explored the relationship between the role of individuals and workplace contexts in enabling or constraining the enactment of agency at the workplace (Biesta & Tedder, 2007; Billett, 2006). Though the individual's subjectivity is a core element in the relationship between the individual, work and learning (Billett, 2010), agency relies on institutional collective and culture as well (Biesta et al., 2015). For instance, Ruohotie-Lyhty and Moate (2016) found that becoming a recognized and appreciated member of a community strengthens one's own identity-agency especially when both success and failure are acceptable.

In defining agency, much of the debate has revolved around the question of whether agency is something that individuals 'have' or 'do' (Eteläpelto et al., 2013; Harteis & Goller, 2014). The perspective of agency as something that individuals 'do' conceptualizes agency as self-regulated decisions and actions that are based on goals and interests within a specific setting. The other perspective that considers agency as a personal feature that individuals 'have', conceptualizes agency as a disposition and

antecedent of self-initiated actions (Goller, 2017). Within his work in geriatric care nursing in Germany, Goller (2017) suggested a model of human agency at work that combines both perspectives of agency. In his model, the perception of agency as a personal quality is referred to as 'human agency', while 'agentic actions' represents the perception of agency as something individuals intentionally do. Those actions are expected to lead to certain outcomes (agentic outcomes). His model situates human agency within the sociocultural (i.e., historical, cultural, physical and social) context of the workplace. We chose this conceptualization of agency as a conceptual framework to understand novice learning for two reasons. First, since agency has emerged as a major theme in our data. Second, because it provides a wider comprehensive perspective of novices learning. This conceptualization takes into consideration both individual perceptions, actions and outcomes, while considering the interplay between the individual's perceptions and the context. By using data gathered from novices, we are able to explore their perceptions of their role as learners (human agency) and their described actions (agentic actions) and displayed performances (outcomes) within the workplace.

2.3.1. Teacher agency: Developments and controversies

In line with the growing interest in agency in the learning at the workplace literature, increasing attention to agency has been witnessed within the field of teacher research as well (Eteläpelto et al., 2015; Toom et al., 2015). Within the teaching context the notion of agency has been mainly explored in relation to educational reforms (Billett, 2014; Ketelaar et al., 2012; Lasky, 2005; März & Kelchtermans, 2013; Priestley et al., 2012) and teacher professional identity development (Hökkä et al., 2012; Vähäsantanen, 2015). In recent years, there is a growing body of research that

supports the notion that teacher agency is associated with teacher learning as well as promotes student learning (Toom et al., 2015). Some argue that even teacher's career decision can be viewed an act of agency (Kelchtermans, 2017; Yinon & Orland-Barak, 2017). In their study of teacher attrition, Yinon and Orland-Barak (2017) found that the decision of leaving teaching was informed by a commitment to the call meaning to insure meaningful fulfillers through influencing others in school (students, colleagues). This finding demonstrates the enactment of teacher agency even in the decision of leaving teaching (Kelchtermans, 2017). These studies demonstrate how important agency is in the development of teachers and novices in particular. In fact, expressions of agency were recognized as dominant in our data in relation to learning and induction on both individual and organizational levels.

In previous work, scholars have recognized different forms of teacher agency (Oolbekkink-Marchand et al., 2017; Pappa et al., 2017; Vähäsantanen et al., 2009). For instance, Vähäsantanen et al. (2009) describes the role of the individual in acting upon the workplace conditions. The authors differentiate between teachers who enact a 'situationally diverse agency' according to their interpretation of the work conditions and teachers who enact an 'extensive agency' based on their professional interests and purposes. In a similar vein, the study of Oolbekkink-Marchand et al. (2017) explored the relation between teacher perception of professional space and agency. On the individual level, all teachers were found to actively interpret the school culture in considering their own professional spaces. Yet differences were depicted in relation to the crossing of the perceived professional space boundaries. The authors suggested two concepts 'bounded agency' and 'contested agency' that describe the individual differences among teachers in interpreting and acting upon their work contexts. While the former refers to teachers acting within the perceived

space boundaries, the latter describes teachers who experience conflicts, however, they tend to cross the boundaries while fighting for their beliefs and values. This study demonstrates the interrelation between the individual's perceptions and the context and stress the notion that school principals are significant for the enactment of teacher agency (Eteläpelto et al., 2015; Oolbekkink-Marchend et al., 2017; Priestley, 2011).

Speaking of novices, the desire to bring changes into school settings and practices is dominant in the literature on novices and often associated with conflicts when novices try to fit into the existing school culture and practices (Cherubini, 2009; Ulvik & Langørgen, 2012). In relation to the question of novices' ability to enact their agency, controversial findings emerge. In some studies, scholars were able to find evidence of novices acting as agents and leaders in early stages (Cheng & Szeto, 2016; Mesa Villa, 2017; Tricarico et al., 2015) even in a partial way. For instance, Mesa Villa's (2017) case study of a Colombian English novice teacher demonstrated how Andrés, a novice, succeeded to implement some of his own ideas while juggling between professional interests and unsupportive school culture. While this case demonstrates the possibility of novice enactment of agency at early stages even in challenging settings, other studies claim differently. In their study of Arab schools in Israel, Toren and Iliyan (2008) showed that novices were not able to fulfill their role as agents of change in the school during the first year of teaching. The difficulty for teachers to enact their agency in the Israeli context was evident in another study, from an international perspective (Oolbekkink-Marchand et al., 2017). The findings of Oolbekkink-Marchand et al.'s (2017) study show that the context had a greater influence on teacher agency in the case of Israel and Netherlands than in Norway. More specifically, in the Israeli context teachers reported facing more conflicts with

colleagues and school leadership when trying to enact agency. The complexity of enacting professional agency in Israel can be understood in light of the standardized policies at a national level that may leave less space for individual agency. At the local level, a limited number of studies have addressed the notion of agency in the case of teachers in general and novices in particular. Semantically speaking, there is no Hebrew or Arabic synonyms that directly translate the word 'agency' and convey its meaning. This semantic lacuna may imply that less attention is paid to the aspect of agency when a language fails to address the concept, and eventually keeps it unrevealed. Even in this study, agency is described by the participants indirectly with no mentioning of the word itself. In fact, it was at the stage of analysis that we recognized agency as a suitable framework for understanding the data.

Apart from the complications associated with the enactment of agency within schools in the Israeli general context (Oolbekkink-Marchand et al., 2017), the context of Arabic speaking schools holds a greater challenge. These schools are known as suffering from complicated and problematic aspects (Arar & Ibrahim, 2016; Hijazi, 2016; Iliyan, 2013; Khoury-Kassabri, 2009) rooted in the Arab traditional culture and norms such as power relations (Abu Asbah et al., 2014; Agbaria, 2011; Gindi & Erlich-Ron, 2019; Hayik & Weiner-Levy, 2019) and the continuous marginalization of schools as part of a minority (Adi-Rakah et al., 2011; OECD, 2016). In fact, the texture of the Israeli society as a Jewish majority state with Arab minorities makes the Israeli case more complicated due to the huge cultural and social differences (Gindi & Erlich-Ron, 2019; Lavee & Katz, 2003). To demonstrate the influence of the encounter between the two cultures, let us consider the study of Abu-Rabia-Queder and Weiner-Levy (2008) who examined the identity changes that women from two Arabic-speaking minorities (Druze and Bedouin) experienced after crossing into the

majority Jewish-Israeli university. After returning back to their local communities the educated women experienced identity changes as they were different compared to who they were before the exposure to different cultural worlds and compared to others among their own communities. The study revealed the massive difficulties these women faced not only due to the cultural shock on encountering the new culture, but also their feelings towards the original culture they came from, which was no longer as acceptable as it was before. This study demonstrated how identity is influenced by the encounter of minority individuals with the majority setting in a way that 'shakes' the acceptance of the status quo and puts in question the place of individual agency. This study among others (Eilam, 2002; Gindi & Erlich-Ron, 2019) demonstrates the complexity of the Israeli local (Arab)-national(Jewish) encounter and calls for paying more attention to minority settings. Taken to the teacher context, local studies have revealed incompatibility of standardized national policies planned by the majority stakeholders within the Arab educational setting, such as principal-based assessment of teachers (Arar & Oplatka, 2011; Orland-Barak & Abu Rahmoun, 2020). Having said that, recent studied have shown changes in social processes in the Arab community in Israel away from traditionalism (Sherman et al., 2010). The understanding that the Arab context continues to be marginalized in Israel, yet changes are occurring in the community and in schools as well, suggests the existence of an enactment of agency on the local level in spite of the unprivileged conditions. In such rapidly changing times, it becomes essential to examine the local agentic manifestations among schools, teachers and especially novices who are inducted into schools within a changing context.

Studies of teacher novice learning from an agentic perspective are scarce especially in minority contexts where the focus is on revealing contextually grounded

challenges. The current study intends to address this gap, with hopes to inspire further studies of other minority settings. Especially given that standardized policies are basically designed to answer national recognized needs while unintentionally avoiding particularities of marginalized settings. Where schools are rapidly changing, a need for teachers to enact their agency emerges. Adopting an agentic perspective focuses on how novices exert influence over their learning at the workplace that operates within certain sociocultural contexts. The choice of examining novice learning from an agentic perspective enables us to bring to the front voices of the active players rather than focusing on deficiencies of induction within less privileged settings, such as the case of Druze schools in Israel.

2.4. The case of the Druze as a special minority in Israel

Within the Arab minorities in Israel, there are various cultural groups that are differentiated based on several aspects such as ethical and social factors as is the case of the Druze community (Totry, 2008). The Druze is an ethic minority that constitutes less than 2% of the population in Israel and mostly live in the north of the country within a majority of Druze or homogeneous villages (Central Bureau of Statistics, 2020). The Druze share cultural and social structures known to be associated with Arab minorities especially the Muslim and often suffer from similar difficulties. For instance, over a decade ago, Abu-Rabia-Queder (2008) revealed conflicts that Druze and Bedouin (both Arabic speaking minorities) women faced after ‘immigrating’ into a different culture to gain higher education and returning into their less individualistic culture at home. In both cases, women described difficulties in sense of belonging, as they felt in between the two worlds. (Abu-Rabia-Queder, 2008). In fact, recent

statistics (Central Bureau of Statistics, 2020) show major differences in various aspects such as birth rates and marriage age.

In general, the Arabic speaking minorities in the Israeli context are often associated with challenging conflicts of identity, citizenship, power relations and inequity. Teachers are more than others caught into such conflicts (Cohen, 2019; Gindi & Erlich-Ron, 2019). However, several studies have pointed at Druze participants as acting differently than others. A recent study (Gindi & Erlich-Ron, 2019) showed that Arab minority teachers used bargaining strategies to secure their status when discussing controversial issues while Druze teachers were recognized to act differently. The Druze participants showed more confidence and freedom to discuss controversial topics in depth (Gindi & Erlich-Ron, 2019). This suggest that there are differences in how even culturally similar minorities may interpret, learn and act under unprivileged conditions. In line with this, in a study of the first Druze women who pursued higher education, Weiner-Levy (2006) revealed how those women acted as agents of change and role models. These findings contradicted other studies that claimed that educated Arab women exerted no influence on their home culture (Abu Asbah et al., 2014). Without any formal feminist movements, Weiner-Levy (2006) concluded that these Druze women opened the path for other women in their society. Similar findings were presented by Halabi (2014) who explains how Druze women accepted taking on their shoulders the task of protecting the minority identity though keeping the community honor while they gained in return more freedom to enjoy modernity.

On the national level, the strive of the Druze for full participation in the western-orientated Israeli lifestyle has been claimed to bring intensive changes into

the community over the last two decades (Halabi, 2014; Mulla-Salih, 2014). Some of the changes are perceived as problematic especially due to causing a paradoxical identity conflict especially among younger generations. Others are seen as a welcomed development away form a hierarchical patriarchal society into a more open and democratic one especially by in relation to gender equity. For instance, in a two-decades perspective, the number of higher education Druze students has tripled, while the Druze female teachers reached 82% of the total number of Druze teachers in 2020. The number of teachers holding master's degree has reached 40% that is the highest relative percentage among all other groups in Israel (Jewish, Muslims and Christians) (Central Bureau of Statistics, 2020).

To sum up, given the fact that the majority of the participants in this study are Druze women and members of the local Druze community, it has proved to allow certain forms of change and agency (Halabi, 2014; Mulla-Salih, 2014; Weiner-Levy, 2006) in spite of its conservative nature. As the schools in our study are part of the local community that is undergoing intensive processes of change, we believe that novice learning and induction are likely to be influenced as well. Thus, our study focuses on illuminating on the potential of individual's influence on their own learning and workplace, while considering the interplay between sociocultural contexts and novice induction. The vast majority of the work in this area has focused on difficulties and challenges that novice teachers face in marginalized settings. To the best of our knowledge, little has been written from an agentic perspective on novices in such settings. Furthermore, to obtain a more comprehensive perspective of novice learning at the workplace, we sought to examine relationships between novice learning and performance.

Based on the above theoretical background, our overarching research question is: How do the individual and the contextual factors play out to shape novice learning and performance within the induction phase? To answer this question, our study addressed the following three questions:

1. What characterizes the processes, strategies and resources of Druze novice teachers' learning at the workplace?
2. What sociocultural factors influence novice learning and induction in Druze schools in Israel and how?
3. What is the relationship between novice learning at the workplace and novice performance in the classroom?

3. Research method

This study draws on an interpretive-qualitative research approach. This approach enables ‘capturing and understanding diverse perspectives, observing and analyzing behaviors in context, looking for patterns in what human beings do and think-and examining the implications of those patterns’ (Patton, 2015, p.8). Within the spectrum of qualitative research approaches, we adopt the constructivist-qualitative paradigm that acknowledges the uniqueness of cases and their contexts in constructing the perception of reality (Stake, 1995) as shared by different groups of people (Patton, 2015). It centralizes the context as crucial in understanding the phenomena in its realistic nature (Guba & Lincolin, 1998; Patton, 2015). In fact, its naturalistic inquiry approach is contextually sensitive as it tries to understand what emerges from the real-world setting (Patton, 2015). Within the spectrum of qualitative genres, we adopt the multiple case study method that enables an examination of how the studied phenomena is affected by its context (Yin, 2003). By using ‘instrumental’ multiple case study the interest is not on the cases but how the findings can contribute to policy and practice changes (Patton, 2015; Stake, 2006).

3.1. Research context and participants

The present study was conducted in the context of the induction phase of teaching. This study examined multiple cases of Druze novices, specifically their learning during the induction phase. Stake (2006) offers three criteria for selecting cases: relevance, diversity and cases that hold a learning potential. We assume that focusing on multiple cases belonging to a certain minority holds a learning potential as_in general policies are designed by stakeholders who often belong to the majority (as is

the case in Israel) (Jabareen & Agbaria, 2011; Pinson & Agbaria, 2015). Thus, it can be assumed that certain factors influencing the implementation of a policy within a minority setting would hold different challenges than within the majority setting. In our case, the implementation of the national induction policy and more specifically its influence on novice learning processes is the main concern of this study. Our choice of the Druze context also is of relevance (Stake, 2006), as it answers the call to examine induction processes in different contexts (Ingersoll & Strong, 2011; Kyndt et al., 2016). By means of diversity (Stake, 2006), our choice of the Druze context lies in its uniqueness as an ethnic Arabic speaking community in Israel. This community holds a special status due to its relationship with the Jewish majority since the establishment of the state of Israel. Though the Druze community shares similar cultural features with the rest of the Arabic speaking minorities (such as conservativism, language, costumes, traditional and patriarchal structures), it differs by its neutral political stand towards the Palestinian-Jewish conflict and its declared identification with the Israeli nationality. These political and social characteristics situates the Druze in an 'in-between' position as a community that is neither fully immersed into the Jewish majority sphere nor fully belonging to the rest of the Arabic speaking minorities in Israel (Halabi, 2014).

A multiple case study focuses on multiple bounded systems (cases) to gain a deeper insight into the studied phenomena (novice learning at the workplace) (Creswell et al., 2007). Here, we define a case as a 'novice teacher in a local Druze school during the induction phase'. The cases are bounded by setting and context (Creswell, 1998). Our cases are bounded by *time*, novices who had finished the internship year but have less than 5 years of teaching experience. The choice of the 2-5 years span without including the internship year aimed to avoid the intensive focus

on well-known common challenges of the first year of teaching. The cases are bounded by *location*, novices teaching in Druze schools in the north of the country. Finally, the cases are bounded by having other cases at the workplace, meaning that more than one novice (3-7) working at the same school were chosen. The choice to select at least 3 novices working in the same place was informed by our interest in perceiving a wider perspective of the school's organizational role. Interviewing more than one novice in a certain school provides a more comprehensible and reliable view of the school culture. Furthermore, this enables triangulation of data. Further data was collected through other (3-5) colleagues (suggested by the novices or chosen for their central role in schools) working in the same school as the novices.

In our purposeful sampling we applied a maximum variation sampling strategy and selected a wide range of case variation (Patton, 2015). On a teacher level, we approached novices teaching different levels and subject matters, with a range of 1-4 years teaching seniority. Most of our participants are female in accordance with the phenomenon of feminization of the teaching (Moreau, 2019). Yet, we managed to recruit some male teachers (Hossam, Adel, Jaber, Jamal, Rayan and Adeer). On a school level, we made sure to recruit participants teaching in different school levels (elementary, junior and high school). Though all schools are located in the north of the country (as are all Druze schools in Israel), we selected schools from different villages. We also chose schools with different characteristics (secular/religious, lack/wealth of resources, high/low achievements, new/senior schools). Though some Druze teachers work in other contexts (mostly at Jewish schools), we recruited only novices working in schools in Druze villages to avoid interference of other aspects such as feelings of alienation in a culturally grounded setting (see Mazor, 2003).

Altogether, the sampling strategies aimed to enable a wider perspective of the uniqueness of the studied group.

Table 1. Information about participants (novices) in the study

Participant (Pseudonym)	**Status**	**School name (Pseudonym)**	**School level**	**Subject**
1. Lina	Novice	A School	High school	Sciences
2. Liraz	Novice	A School	High school	PE
3. Maisan	Novice	A School	High school	English
4. Wedad	Novice	A School	High school	English
5. Yareen	Novice	A School	High school	Mathematics
6. Liraz	Novice	A School	High school	Mathematics
7. Sabah	Novice	A School	High school	Computer science
8. Manal	Novice	B School	Elementary	Arabic
9. Rozan	Novice	B School	Elementary	Music
10. Ofu	Novice	B School	Elementary	PE
11. Salwa	Novice	C School	High school	Mathematics
12. Wasan	Novice	C School	High school	Arabic
13. Hussam	Novice	C School	High school	Mathematics
14. Layali	Novice	C School	High school	English
15. Sara	Novice	C School	High school	English
16. Rawia	Novice	D School	High school	Mathematics
17. Hala	Novice	D School	High school	Mathematics
18. Osnat	Novice	D School	High school	English

19. Ola	Novice	D School	High school	Marketing
20. Nadwa	Novice	D School	High school	History
21. Sima	Novice	D School	High school	Arabic
22. Narmeen	Novice	D School	High school	Hebrew
23. Amal	Novice	E School	Junior High school	Arabic
24. Adel	Novice	E School	Junior High school	Music
25. Soha	Novice	E School	Junior High school	Mathematics
26. Mona	Novice	E School	Junior High school	Arabic
27. Rania	Novice	E School	Junior High school	Mathematics
28. Sama	Novice	F School	Elementary	English
29. Kamela	Novice	F School	Elementary	Arabic
30. Kareen	Novice	F School	Elementary	Hebrew

Table 2. Information about participants (experienced teachers) in the study

Participant (Pseudonym)	**Status**	**School name (Pseudonym)**	**School level**	**Positions**
1. Nora	Experienced	A School	High school	Principal
2. Adeer	Experienced	A School	High school	Teacher & co-principal
3. Nemat	Experienced	A School	High school	Teacher & coordinator
4. Maram	Experienced	B School	Elementary	Teacher & vice principal
5. Hoda	Experienced	B School	Elementary	Counselor
6. Rayan	Experienced	B School	Elementary	Teacher & coordinator
7. Jamal	Experienced	C School	High school	Principal

8. Zena	Experienced	C School	High school	Teacher & coordinator
9. Intisar	Experienced	C School	High school	Teacher & coordinator
10. Madina	Experienced	C School	High school	Teacher & vice principal
11. Jaber	Experienced	C School	High school	Homeroom teacher
12. Adala	Experienced	D School	High school	Teacher & coordinator
13. Samira	Experienced	D School	High school	Teacher & coordinator
14. Sina	Experienced	D School	High school	Counselor
15. Areen	Experienced	E School	Junior High school	Counselor
16. Nagam	Experienced	E School	Junior High school	Teacher & vice principal
17. Manar	Experienced	E School	Junior High school	Principal

Within each school, at least three novice teachers were interviewed through semi-structured interviews. In total, 30 novices (teaching in 6 different schools) were interviewed. At a later stage, 17 significant colleagues (each working in the same school as a novice) were interviewed including teacher (who acted previously as mentors for the novices), principals or other staff members. We refer to colleagues as 'significant experienced teachers' as they were suggested by the novices when we asked, 'who was significant for your learning process?'. Novices offered names of colleagues whose contribution they acknowledged. It is essential to clarify here that mentors were not invited to participate for their role as mentors. Rather, they were invited only when novices recognized them as significant contributors for the learning process. We also invited counselors, vice principals and principals to participate (in

some cases novices recalled their names as significant). All mentioned experienced teachers were approached and invited to share their perspective on the novice's learning and induction process. In no case a significant experienced teacher refused to be interviewed. In fact, they were eager to take part in the study. Finally, to collect data of novice performance, all novice teachers were observed at least twice in class during the year.

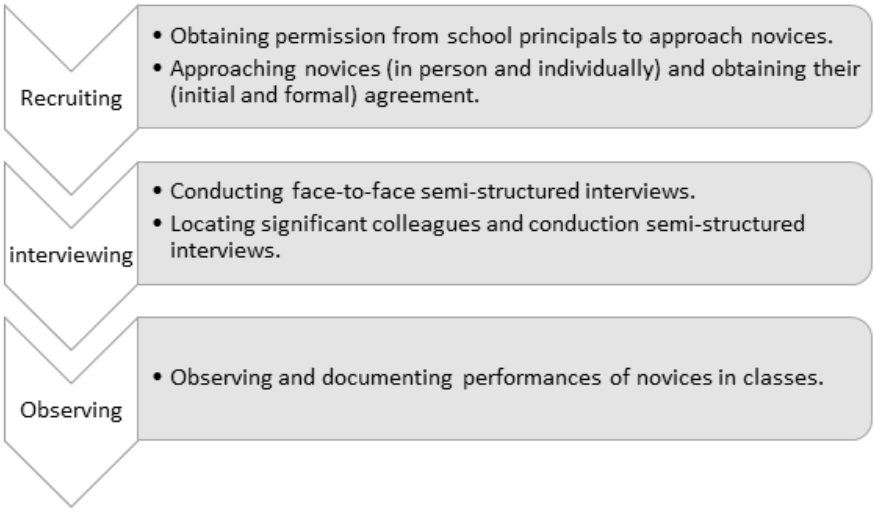
3.2. Data collection

After receiving an official approval from the ethics committee, we formally approached the school principals for a permission to approach novices and colleagues in their schools. All principals gave their approval to approach novices, and some even supplied a list of the school newcomers and their contact details. In other cases, we personally located at least one novice teacher in every school, then approached other novices in the same school at later stages. After setting a time for a meeting, we arrived physically to meet the novices in their natural workplace setting (Creswell, 2003), the school. Though most novices preferred conducting the meeting in school during a school day, a few teachers preferred meeting at later times at their homes for convenience and parenting considerations. Meetings were held wherever and whenever participants preferred.

According to Miles et al. (2018) collecting data that focuses on the lived experiences of people as suited in their local social world, is one of the major features of well-collection of qualitative data. The first and second research questions were examined through interview data. In-depth interviews offered insights into the participant's inner world including perceptions, feelings, knowledge and experience (Patton, 2015). Though what people say constitutes a major data source for qualitative

research, it is better combined with observations especially when a complicated phenomenon is at hand (Patton, 2015). Observing enables a wider capturing of the context, events and interactions. In our case, in-class observations intended to address the third question. Thirty-two observations of 45 minutes' lessons were documented when agreed by participants, observations were videotaped and transcribed for analysis and later discussion with novices.

Figure 1. Stages of data collection



The observations aimed to document teacher performances based on an open observation. Gathering documented performances aimed to reveal any possible relationships between novice learning process and in-class teaching. All interviews and observations took place between 2018 and 2020. Next, we elaborate on each of the research tools.

3.3. Research tools

The research incorporated two qualitative tools: 1. a semi-structured interview (with novices, and with significant experienced teachers), 2. in class observations (See Appendix I for more details on the research tools).

Novice teachers were interviewed through in-depth semi-structured interviews. The semi-structured interview aims to understand themes of the participants' lives based on their own experiences (Kvale, 1996) by eliciting their views and opinions (Creswell, 2003). The interviews allowed participants to articulate their learning experiences, including personal and workplace aspects (An illustrative translated example of the interview protocol with novices is presented in Appendix II). The interview questions addressed aspects of learning at the workplace identified in the literature. In regard to the first research question, we asked about the learning process: learning opportunities, strategies and workplace learning resources. In cases where possible learning resources (mentoring, staff meetings, coordinator, other colleagues, induction workshop. etc.) were not mentioned by the participants, we asked novices to relate to them specifically. Participants were asked to provide examples of their engagement in such experiences and specify what they learnt. In regard to the second research question, we intended to avoid asking directly about socio-cultural aspects to ensure that our questions do not influence or guide their accounts of learning in particular directions. Instead, the recognition of sociocultural aspects was left to the data analysis stage.

Significant colleagues (principals, mentors or experienced colleagues suggested by the novices) were interviewed in order to receive a wider ecological perspective of the induction process and the general school features as a workplace (An illustrative example of the interview protocol with experienced teachers is presented in Appendix III). This interview aimed to provide an ecological perspective

by shedding light on the relationships between the participants' experiences and the environmental features of the workplace as a learning site. Principals, mentors and other colleagues were interviewed to receive different perceptions of novice learning and organizational aspects.

In total, 47 interviews were conducted by the researcher and lasted between 45-100 minutes, depending on the interviewees' elaboration on each question. The interviews were held face to face at the time and place convenient to each participant. All interviews were recorded, transcribed and translated[2] from Arabic to Hebrew/English by professional translators for research uses.

The second research tool was open non-participant observations (McDonough & McDonough, 1997; Tzabar Ben-Yehoshua, 1990). Observations enable recording activities at the studied field (Creswell, 2003). In-class observations documented teacher performances for later analysis. In some cases, two observations were conducted for each participant at different times during the year of the interview. Yet, due to the COVID-19 breakout, many observations were cancelled as schools were closed for a long period of time. Unfortunately, some participants were not observed at all. In total, thirty-two hours of class teaching lessons were observed, documented and analyzed. Part of the observations were videotaped and transcribed (with participant permission), while others were both recorded and manually documented by the researcher (in case participants expressed inconvenience to be videotaped).

[2] The interviewees were conducted in the interviewee's language tongue Arabic, then translated in Hebrew/English. The interviewees used informal Arabic (which is the most convenient language for a fluent natural talk). This may have caused difficulties for translators to keep a verbatim translation. Yet, my own awareness of the nuances of the informal spoken Arabic helped conveying the closest meaning to the original spoken words

3.4. Data analysis and interpretation

Our data analysis was based on an inductive analysis that looked for patterns and themes that emerged from the data (Merriam, 2009; Patton, 2015). Miles et al. (2018) suggest three cyclical phases of data analysis: condensation, display and conclusion drawing. They suggest a set of analytic stages that we followed for each of the cases and later for a cross-case analysis. The stages start with assigning codes to the collected data (interviews and observations). In this stage, we first read the data thoroughly and organized the texts. Then, codes were assigned to segments of meaning (An illustrative example of the codes list is presented in Appendix IV). The unit of analysis is clusters of sentences or paragraphs rather than isolated words (Shkedi, 2010). First and second cycles of coding were conducted as suggested by Saldaña (2016). This stage set the information for interpretation and understanding implicit meanings articulated by participants (Kvale, 1996; Shkedi, 2010).

The second stage focused on identifying patterns and categories across the coded data (Miles et al., 2018). Codes were combined into categories and themes that connect units of information (Charmaz, 1995; Kvale, 1996; Shkedi, 2010) and represent the variation of participants' perspectives, feelings, thoughts, beliefs and knowledge (Creswell, 2003; Shkedi, 2010). At this stage, the researcher wrote reflective notes in analytic memos that helped developing the analysis and interpretation. (An illustrative example of the categorization process is presented in Appendix V). A qualitative computer-based analysis software (ATLAS ti) was used for organizing, sorting, coding and searching for texts associated with specific codes (Creswell, 2003; Friese, 2014) and for analytical memo writing as well. In addition, using the software enabled the researcher to work quantitatively with qualitative data

which helped recognizing salient themes across cases. At the next stage, themes were refined and finally compared with existing concepts and theories (Miles et al., 2018).

3.5. Trustworthiness

In order to assess the accuracy of the findings, different validity strategies were applied (Creswell, 2003). First, a triangulation of different qualitative data tools (interviews and observations) and data sources (novices, school principals, mentors and colleagues) were used to ensure validity (Creswell, 2003; Johnson, 2003).

Further steps to ensure trustworthiness of the researcher's analysis and interpretation were taken. Analytical triangulation was performed by sharing analysis and interpretation of the data with the participants (Creswell, 2003). Meetings with the supervisor were held to share and discuss the analysis at different stages. In addition, the researcher consulted with other doctoral students (from the field of teaching and other educational fields) and different practitioners in the field of teaching. The continuous sharing process elicited inquiries and helped developing insights that sharpened the researcher's thinking and interpretation.

3.6. Ethical considerations

A major ethical issue was taken into consideration in regard to the entry into the study field. Though previous social acquaintances with some teachers (not necessarily participants in the study) and school principals helped obtaining a permission to the school site, a special attention was given to the process of approaching candidates for participation. Obtaining the principals' permission as gatekeepers (Creswell, 2003) was crucial and often encouraged participants to take part in the study, in none of the

cases principals directly requested or asked novices to participate in the study. We deliberately suggested approaching the candidates on our own and in person in order to avoid any exercise of power on their decision to accept or decline our invitation. Potential participants were invited (in person, over the phone) to take part in the research. When novices accepted the invitation, they were informed (orally and in a written form) about the research goals and procedures. Upon receiving initial agreement, a formal mutual consent form was signed. However, participants were informed about their freedom of choice for leaving the research at any stage they decide. Obligation to participants' anonymity at all stages of research was ensured by replacing real names with pseudonyms and removing any detail that may reveal participants' identities.

Interviews were recorded with permission of the participants. Observations were held in class after receiving both participants' and principal's approvals. To avoid any feeling of discomfort, videotaping of observation was conducted only when participants expressed full convenience. The research has received approval from the University of Haifa internal review board Ethics Committee (No. 130502) and the Chief Science Office at the Ministry of Education (No. 10344).

Another ethical dilemma emerged when the researcher needed to decide on the presentation of cases. Initially we intended to consider each of the school sites as a study case. As the report writing progressed, we found it very difficult to present each of the schools' uniqueness without revealing its identity. As our schools are located in small villages, any specification of the school features would expose the school identity. Thus, we decided to reconsider the case unit of analysis and change it into individual novices. Furthermore, though we were conducting within-case analysis, we

focused the final thematic representation on the cross-case analysis. Such an act enabled further protection of the participants' and schools' identities as promised.

In fact, dealing with most of the mentioned ethical considerations demonstrates how the researcher's sensitivity and familiarity with the local context, including perceptions of authority influenced the study design and the data collection procedures. For the sake of trustworthiness, the positionality of the researcher in this study is presented in the next section.

3.7. The positionality of the researcher

In qualitative research the researcher holds a role that is not to be ignored. As an interpreter of the study data and findings, the researcher's personal characteristics need to come explicit and clear to the reader (Creswell, 2003). The researcher's theoretical sensitivity is influential on the analysis and interpretations processes (Orland-Barak, 2002; Strauss & Corbin, 1990). This sensitivity varies based on the researcher's reading of literature, research and professional experience that the research might have within the studied field (Strauss & Corbin, 1990). In her work, Orland-Barak (2002) revealed how her different selves (as-mentor, as-researcher and as-theory builder) often competed during different stages of her research conduct. In my case, my theoretical sensitivity was developed based on three selves: self-as educator, self as-Druze woman and self as-researcher. In this section, I will first present my positionality as a researcher by introducing my personal and professional background and explaining how those shape my theoretical sensitivity and impact the analysis and interpretation processes.

As a Druze woman, I share the same cultural context as the study participants and sites. This provides me as a researcher with an in-depth understanding of the studied phenomenon within this particular community due to spending prolonged time in the field of research (Creswell, 2003). As typical in Eastern countries, Druze people mostly live in small monocultural villages with a lifestyle that is usually recognized as a collective one. Though growing and living all my life in the Western-oriented state of Israel, most of my earlier life was spent in the local community sphere where I was schooled in traditional Druze schools. For the second half of my life till the present time, I have pursued my higher education in totally different urban Western-oriented institutions. These diverse educational experiences provided me with an understanding of the local schooling experiences and developed my critical thinking towards teaching and learning processes, teachers and schools. This was further strengthened by the professional path I have taken for almost 25 years of work in the field of education as a schoolteacher and later as a teacher educator in higher education institutions. At the age of 20 I became a teacher and since then have taught both elementary and secondary students. For more than a decade I have been working with preservice teachers as a teacher educator both within the higher education institution and in the practice teaching framework. On the one hand, my professional experience as a teacher in local schools assists my analysis and interpretation of the data especially in relation to the organizational aspects of the schools and their wider context. On the other hand, my professional experience as a teacher educator who sees how preservice teachers develop to become novices, keeps me alert and sensitive to different aspects of the continuum of becoming preservice-novice-experienced teachers. The fact that I simultaneously work in schools and higher education informs my understanding of schools' change processes and awareness of complexities that

novice teachers face when they move from training to teaching. My self-as educator and self-as Druze woman often aligned while my self as-research often acted as a gatekeeper in a way that prevented the other selves from overtaking the analysis. However, my self-as educator and self-as Druze woman often served the self as-research in dealing with ethical issues and data collection, but most of all served the analysis and interpretation stages. Put together, both personal and professional life experience of mine have shaped the theoretical sensitivity that guided the data analyses and the interpretation of the findings. Without this sensitivity, certain aspects could have gone unnoticed by an external researcher.

To avoid misunderstanding, the researcher was not teaching in any of the school sites during the data collection process, nor was a colleague or superior of any participant. Otherwise, other ethical and trust issues would have needed special attention.

4. Findings

Three main themes emerged from our data analysis that provided answers to the three research questions. The first question sought to examine the characteristics of the novice learning process, strategies and resources. The second question focused on the influence of the sociocultural context on novice learning and induction. The third question sought to shed light on the relationship between novice learning processes and in class performances. In this chapter, we present the main themes that emerged from the data analysis in relation to the three research questions. The first theme demonstrates the agentic individual role of novices in managing their learning process by their choice of learning strategies and resources at the workplace. The second theme sheds light on the organizational level by portraying how the sociocultural local context influences school settings in a way that shapes how the novices are inducted and what they learn. The last theme resents evidence of emergent relations between how novices interpret their learning processes and in-class performances.

4.1. Novices' proactivity navigates the learning process: Informed choices of learning strategies and resources

The first research question focused on the individual level to understand what characterizes the novice learning process, strategies and resources. Our data revealed how novices choose to be agentic in their learning at the workplace and how this guides their choice of learning strategies and resources. This was evident in the novices' advice to other novices. When asked to advise other new teachers how to learn, participants stressed the importance of taking charge of guidance seeking, learning strategies and resource choices rather than waiting for others to offer

assistance. Furthermore, novices referred to the need to widen the limited perception of teaching content to include the potential of exerting influence on students. We refer to such behavior as proactivity (Ashford & Black, 1996; Hargreaves & Fink, 2006). Next, we try to unpack the proactive role of novices as the data unfolds and how it affects the learning process.

4.1.1. Managing the learning process: Being a proactive learner

The proactive role described by novices revolves around choices made in learning about and from the school setting. The act of choosing starts from the moment novices decide to stay or quit, their choice of what and from whom to learn (or not), and the deliberate and critical decision to turn the challenge into a main source of learning.

4.1.1.1. Choosing to be proactive

Novices soon understand that their own decision to be active learners can be detrimental to their development and socialization. In some cases, being proactive is described as a personal trait while in others it is a strategic choice. Narmeen and Nadwa, for instance, describe their proactivity as a personal trait that promotes their learning. Nermin says, *'I'm an open person. I learn from everyone I meet. I'm not such a rigid person. No. I'm really open to a lot of options and a lot of ideas."* Nadwa concludes, "*If I had not gone and asked and bothered others … I have a character that constantly asks. Five other novices came in with me and quit. I'm the only one who stayed.'* Based on her comparison with other novices who left school, Nadwa concludes that her proactivity plays an important role in her successful induction.

Novices' proactivity is often connected to the primary decision of staying and taking up the challenge of learning rather than quitting and giving up too early. In line with Nadwa, Mona also compares herself with other novices. She describes the decision to give up and quit too soon as '*the easiest*'. Alternatively, she decides to take the long road and exploit the first years before she decides to leave or stay.

> You see that there are a lot of teachers who come to the system for the first and second year and then in the third year they quit. I thought to myself that it is easier to leave but I am not a person who gives up and leaves without doing the maximum. I told myself there were two possibilities. One option: I will tell myself that my first year of internship was challenging and difficult and I learned a lot from it, and I will continue to see where I can go – so I will give myself 3 to 4 years during which I can really check what is the maximum I can reach as a teacher; or I will choose the second option, I quit. And then I might always have a question mark about teaching. I would always feel that I'm stuck in the experience that I have not given it what it really deserves. [Mona]

Mona's choice to be a proactive learner instead of quitting can be a seen as a strategic life attitude. She understands other novices' decisions to quit and even sympathizes with them as she recalls feelings of stress and difficulties during her first year of teaching. Yet, she chooses to be proactive through doing her best before considering quitting. In a similar vein, Lina compares herself with other teachers who are less proactive. She describes how her initial intentions to join the teaching profession in order to bring change and influence students informed her proactivity. Her observations of other teachers strengthen her perceptions as she soon recognizes that novices who only come to teach with no intentions of bringing change into their

teaching settings are doomed to suffer from discipline problems and job burnout just like many experienced teachers she observes. In her words,

> The most important thing is your inner feeling that you came to make a change and not just because of the salary, because for a new teacher who comes and says, 'I am not interested in students, I just teach, go home and get a salary', it is awful to have such an attitude. Unfortunately, such teachers have a lot of discipline problems in their same classes. You see that this is the attitude of many experienced teachers who have been in the system for a long time and are already tired. I think he (the novice) should not wait until someone turns and talks to him, but he should make the effort because eventually he will learn that if he does not talk, he will lose. [Lina]

While Nadwa and Narmeen tend to describe proactivity as a personal trait, Lina and Mona describe proactivity as a strategic attitude informed by observations of less successful novices and experienced colleagues. In all cases, being proactive is connected to a wider perspective, such as of a life course or a vision of teaching.

Very often, being proactive is described as a strategic decision to 'swim' rather than 'sink". The 'swim or sink' metaphor is well documented as commonly used by novices describing the first years of teaching (Maciejewski, 2007; Varah, Theune, & Parker 1986). Our participants often use this metaphor, yet our data offer a basis for an additional interpretation. This metaphor is usually inferred to refer to a lack of workplace support in inducting novices as it implies absence of supportive school cultures. In our study, participants expressed their high appreciation of their schools' positive and supportive climate in general and towards novices specifically, but still used the swim or sink metaphor often. This implies that the metaphor goes beyond

reference to the feeling of solitary or unavailable support forms. We interpret that the swim or sink metaphor represents the need for proactivity for novices to manage their learning process. For instance, Hossam who stressed all along his interview how the school math coordinator supported his learning and socialization into the school culture, recognizes the that learning to teach is an ongoing process that needs to be managed on its own as if he is 'thrown into the sea and needs to swim'.

> When you go into school, even with all the apprenticeship and knowledge you have, you are thrown into the sea and you have to learn to swim and get along. So, you have to take care of your learning even though the subject-coordinator supports you, you have to organize things. There are many more sources from which I have learned and also it is an ongoing process that does not end. You learn all the time. [Hossam]

Analogously, learning to swim requires a high level of sophisticated coordination between breathing and moving hand and legs simultaneously. Swimmers must practice intensely to develop these coordination skills. Though learning to swim generally needs professional guidance, it is basically an individual action. Similarly, novice teachers need to learn to coordinate between different aspects of teaching during their first years. Furthermore, learning to teach also requires gaining experience (teaching), together with developing coordination and the ability to balance different aspects within class and in school. Though guidance and support are essential and desirable conditions, novices come to understand that through managing their learning they succeed to 'swim' rather than 'sink'. To do so, they proactively steer their learning, through comparing and choosing worthy learning resources.

4.1.1.2. Comparing and choosing worthy learning resources: Avoidance vs. Acceptance

Part of the proactive behavior described by novices is the *acceptance* or *avoidance* of guidance offered by colleagues. To be able to make the decision whether to accept or avoid learning from certain colleagues, novices rely intensively on comparison. Although we did not conduct discourse analysis, we identified intensive use of comparison by interviewees. Novices seem to use comparison as a learning strategy that helps them comprehend the complicated school setting. Novices compare different students, different colleagues, their current school culture with other schools, younger vs. older teachers, novice vs. experienced teachers and themselves vs. other novices. The comparison aids novices' decision-making processes related to learning. In the following excerpt, Maisan compares two experienced teachers and explains her choice of whom to learn from or avoid.

> All teachers have quality aspects, and some have less [quality], when you are comfortable then you can talk about everything. Then you can decide what to adopt or not, but when you feel that the person in front of you is arrogant … you will not learn from him. For example, the teacher I mentioned before, even though I know her well in school and know she is very professional, I could not come and learn things from her. On the contrary, I would always stay away from her, too bad, I see there are many experienced teachers like her, and it prevents novices from learning from them. [Maisan]

Maisan points to the different attitudes of experienced teachers towards novices and explains her personal choice of *whom* to learn from. She is aware of the missed

opportunities of learning from professional colleagues who are less positive towards novices. Maisan believes that feeling comfortable with a colleague is a basic natural condition. Even when she acknowledges her colleague's professional competences, she decides to ignore them as her basic feeling of comfort vis-à-vis this colleague is missing. Here, the interpersonal relations between novices and experienced teachers seem to be critical for the decision of learning or avoiding. Thus, what is described as more important than what to learn is whom to learn from. This choice of accepting or avoiding learning from certain colleagues is dominant in our data. Besides the need to feel comfortable and socially connected with their mentor, novices also look to discern who seems to be more appreciated in the school, mainly by students (we be elaborated on later).

Further to their interpersonal considerations, novices tend to avoid learning from colleagues whose advice is expected to jeopardize the novice learning. This refers, for instance, to colleagues who try to convince novices that their efforts to make a change are worthless. Wasan describes how she decides intentionally to ignore negative messages provided by some experienced teachers. Instead of following their lead, she opts to act in a different way and eventually succeeds in dealing with challenging students where other experienced teachers fail.

> There are other things you need to ignore. When I started teaching, there were some [experienced] teachers who told me ‘why did you come here? It is ~~a~~ very hard work.’ They told me many things like ‘Be careful with these children, they are hard, be tough.’ But I did not listen to them at all. On the contrary, I became connected with those students whom I was warned about. So, do not always listen to others. You should learn from your personal experience. [Wasan]

Her decision eventually promoted her proactivity as she learns that her role in navigating *what* to learn and *whom* to learn from is very significant to her own learning and that her own experience is a greater learning resource. Next, we unpack the proactive role of novices in *learning from experience*—which is highly evident in our data.

4.1.2. Learning from experience: Turning the challenge into a learning resource

The most dominant challenge mentioned by novices in their first year of teaching is dealing with heterogeneity in the classroom. This is especially related to knowing how to approach different students in different ways. Though novices are exposed to classroom heterogeneity during practice teaching, their first encounter with the massive responsibility of handling a class on their own is magnified by differences among students and the need to find various ways to reach different students. It is because of classroom heterogeneity that novices become aware of the gap between educational training and the teaching field. Hossam tries to explain how shocked he was by the classroom heterogeneity by giving an example of a high school student who is unfamiliar with time related issues that are supposed to be a basic knowledge for their age. As Hossam recalls:

> I really believe that as long as you do not go into teaching you will not believe what you hear about schools. One of my students cannot even differentiate between daylight saving time and wintertime … This is an example to show you how students are so different from each other.

In general, novices often describe the deficiency of training programs in preparing them for the complicated reality of the field, which often leads to a ‘reality shock’ (Veenman, 1984), regardless of how intensive teacher training programs are. The

metaphor used by Sara—'*It's like a surprise egg everyday*'—refers to class heterogeneity and novices' need to deal with the unpredictable state-of-affairs generated by the wide range of students' personalities, reactions, and individual needs on emotional, social and learning levels. No form of guidance can fully anticipate and provide solutions to the diverse, complicated reality of class. Confronting this challenge of dealing with classroom heterogeneity is described by novices as a crucial part of their learning to expand the toolbox of teaching and interacting with students. Most of all, novices point to the significance of feedback provided by students to indicate how useful their tools are.

4.1.2.1. Using students' feedback to deal with the challenge of classroom heterogeneity

By being attentive to students, novices soon recognize that those can be a very rich learning resource as students provide immediate and authentic feedback. Novices, who used to receive feedback from mentors during the training phase, are not provided with ongoing in-class feedback once they enter the classroom alone. Even though novices have varied opportunities to consult and seek feedback among colleagues right after class, in real time they lack immediate and specific feedback provided by someone who attends the class (as mentors do during practice-teaching). Instead, students are the main audience and consumers of the teaching process. Students' immediate feedback compensates for the lack of other forms of immediate feedback. For instance, Mona describes how the feedback of her students informed practices as she learned to start teaching basic elements, gradually moving forward to the more complicated issues.

> When they [students] claim they do not understand the material, I start repeating what they learned before. When I start reviewing, I go back a lot and then I actually realize that the students have a certain gap. So, I learned from them to start teaching from a very simple point. Start with the easy and the basic material and then start to increase the level of the complexity. [Mona]

Similarly, Wasan learned from students' responses how they need to be active in class and how excited they get when she uses attractive presentations. '*From their [students'] reactions I understand, there are children who love computers and there are those who are enthusiastic about the various presentations, children need action in class. It's from the students themselves that I learned about the topics that gets their attention.'* The assorted student responses help novices widen their repertoire of methods, attitudes and understanding of students and their diversity.

Not only does students' (direct or indirect) feedback on novices' performance influence what the latter learn, their feedback regarding the quality of other teachers is also significant.

4.1.2.2. Using students' feedback to learn about quality teachers

Through everyday observations, novices soon recognize that some experienced teachers have fewer discipline problems as they are highly appreciated by students. These teachers are seen to maintain positive and caring relationships with students. More significantly, such teachers are seen as agentic teachers who do not only teach but are often called 'teachers for life'. In her reference to such teachers, Salwa describes how students admire teachers who relate to life issues, not only subject content.

> There are teachers who enter the classroom just to teach and there are teachers who teach content but are also ‘teachers for life’ who have an impact on the students. The students love their lessons. In my own class I have conversations in the Education Class, so students talk about one teacher they learn from far beyond the study material. She discusses with them issues related to life and education, etc. It is a nice thing in my opinion that the teacher exposes students to things in life in their classes. [Salwa]

Discussing issues that are not related only to subject content seem to be considered a form of caring beyond teaching rather than being part of the teacher’s responsibilities. As students seem to highly appreciate such teachers rather than take them for granted, caring serves as an indicator of who a quality teacher is.

In fact, being proactive, caring and attentive to students are traits alluded to not only by novices. Rather, all the experienced teachers that we interviewed about novices also expressed their appreciation of proactive and caring novices. For instance, when Samira (an experienced teacher) describes what she admires about Rawia (a novice in her school), she expresses her appreciation of Rawia’s caring and ability to maintain positive relations with students. Moreover, Samira appreciates Rawia's proactivity in seeking advice and learning from others. Both caring for students and being proactive are described as indicators of her being highly committed to teaching.

> Rawia [a novice] has personal contact with students and goes beyond surface teaching. She does not only come to teach and that’s it. She teaches the same children 6 hours a week, so she really knows them well. She is amazing, how she copes with everything. She would call for help sometimes, because there is awareness of how complex it is [for novices]. She always asks the right questions, she is very smart, she does not go like ‘what I did not do wrong? I

have failed'. No, she was never there. There were frustrations, she would ask 'what else can I do? What else can I bring them [students]?' [Samira]

To some extent, novices are differentiated according to these two competences that are often described as necessary conditions for novices' success. This is evident in experienced teachers' comparison of different novices. Nagam (an experienced teacher and a vice principal) discusses the differences between novices who stay and others who quit teaching very soon: '*If he [a novice] loves the kids and comes with an open mind, then it is clear he will be able to improve. It's important to come with optimism and openness for the changes that are taking place in our society and the world.'* She summarizes what novices need as prerequisites for success: caring and proactivity, especially because the world is changing rapidly.

Metaphorically speaking, being proactive functions as a navigation system that guides the novice in 'calculating the path'. When novices take a proactive role, they learn to compare themselves with other teachers, and between different colleagues, examine what learning resources are worthy learning from and which to avoid. Most of all, their proactivity encourages them to learn from students' feedback, which eventually shows them the way to reach students and influence their lives. Thus, being proactive helps novices in reexamining, choosing and managing their learning processes, strategies and resources.

The next theme provides the answer to the second research question that sought to examine the influence of sociocultural factors on novice learning and induction.

4.2. Internal and external school sociocultural factors impose challenges on schools that surprisingly play in favor of novice learning and induction

Though novices describe being proactive as a prerequisite for promoting their learning, they acknowledge the significant role of school support. A positive school culture is dominant in novices' description, which we found surprising in light of the acknowledged disadvantaged Druze school conditions and the known hierarchical structures similar to those in Arabic speaking schools in Israel that usually marginalize novices as newcomers (Nasseraldeen et al., 2021; Toren & Iliyan, 2008). Nevertheless, we found evidence of external sociocultural factors that play in favor of novice learning and induction. Though the interview protocol had no questions directed at the wider school context, a closer examination of the two data sets (interviews with novices and experienced teachers) revealed interesting aspects of relevance to our study focus.

The main finding here depicts how both internal and external sociocultural school contexts influence learning and school induction processes. We start our chapter by focusing on external sociocultural influences originating in the schools' wider context. We trace their impact on schools and, consequently, on novice learning and induction.

4.2.1. Social changes occurring within the local community influence novice learning and induction

Our data analysis reflects changes that are occurring within the wider sociocultural context of Druze schools, namely, in the local Druze community. This specific local

context is known to be traditional and conservative, composed of hierarchical structures. However, it is going through intensive changes (Abu-Rabia-Queder, 2008; Mulla-Salih, 2014; Weiner-Levy, 2006). Some of these changes surfaced in our data, especially in relation to family structures, parental authority and generational gaps. Here, we portray how these changes influence schools (creating needs for change), and consequently novice learning and induction.

We found evidence of reference to social changes that are related to novice learning. Relying on their own experience as students in local schools, novices are able to point how social changes influence schools and themselves in their roles of novices. In the following excerpt, Manal refers to changes she noticed in the local school system and demonstrates how her previous experience as a school student and her family structure inform her current perceptions of teachers and teaching.

> I was part of the first generation when teachers stopped beating children. It was in the eighth grade … so the system has changed, and everything is done for the benefit of the child, and it is all about education. My parents would not shout at me and there was no violence at home. I do not want to achieve something by force. When the student respects and loves me, then he understands everything I teach him, but when I treat him from a position of superiority and I am tough with him, then he won't understand me or learn anything from me. Even the most powerful and controlling teacher in terms of voice and behaviors will not be able to teach the students. I personally, as a [previous] student, would understand more and learn better from an intelligent and polite teacher. It [having such intelligent and polite teachers] is very unavailable in our society and there is no such thing at all. [Manal]

Manal describes herself as being part of the transition phase from the traditional parental authority-oriented education to a more child-oriented desired one. The latter is what Manal missed and wished for when she was a school student. Together with her familial experience that lacked any form of hostile attitudes towards children, this informs her teaching. She questions the relevance of experienced teachers' traditional attitudes, especially in light of the changing generations.

Similarly, school leadership is aware of the social changes occurring in the local sphere, the challenge of changing traditional hierarchical school settings and teacher practices. Nagam (a vice principal) claims that the school is a 'mirror' of the society—meaning that what happens in the local social sphere, is manifested in schools. *'I always say that school is a mirror of society. What happens in the society we see in schools. All the changes that are taking place in society we are witnessing, and we need to keep up with these changes*.' Being a teacher for over 30 years in the same local educational setting, she has witnessed how social changes impose changes on schools. Furthermore, she provides more concrete examples of some social changes specifically in relation to family structures and parental authority. She demonstrates how such changes influence schools' functions and practices. For instance, she compares how in the past, teachers relied on power-based parental authority to handle students' misbehavior, while today parents are incapable of exerting such authority on their children. Eventually, teachers need to find alternatives to the power-based authority.

> In the past when I would talk to the parents, the student was deadly scared. He would understand that this is the end of the world. He would realize that when he returns home, he will get a sharp reprimand. Today parents do not have the authority. A mother calls me and says she cannot deal with her child, she

> cannot go over the material with him, she is helpless. So, here I have to be the child's teacher-guide, I have to prepare the child, speak to his heart, convince him – I am in the place of his parents. I am his authority; he responds to my requests more than he does to his parents' requests. [Nagam]

Two interrelated processes are happening here. First, the lack of parental authority demands that the teachers change their roles, and step in for the parents. Second, for the teacher's authority to be considered significant by students, teachers need to build a trust-based authority rather than relying on the power-based traditional one. Evidently, power-based teacher practices (described as common among experienced teachers) for managing discipline problems are becoming irrelevant and need to be changed. These needs for developing new practices are relevant to novice learning at the workplace. First, as novices are supposed to gain from learning from more experienced teachers, yet they realize that experienced teachers' traditional practices are less useful to handle students' issues today. Second, this need for a change in school practices implies on available spaces for novices to bring new ideas and practices of their own. As Angam suggests,

> The teacher needs to find the middle way with the students. If the students come home and say they love me [as a teacher], then I'd be appreciated by the parents too. The teacher's reputation depends on whether the children like him or not. This determines whether he is a popular or unpopular teacher. [Nagam]

Teachers need to find ways to connect to students and maintain trust-based relations instead. In opposition to typical traditional structures, where students are located at the bottom of the power relation chain, today they have seemed to gain more power as their perceptions of teachers are critical to the way the teacher is appreciated. The changes in family power relations in the social sphere, as partially described by

Angam, seem to overthrow the traditional school settings. These descriptions align with other novices' thoughts. Hossam, a novice, describes how students impact his reputation, learning and teaching.

> When students come and say that they get along well with teacher Hossam, then the parents hear about it and they see that there are good results, so they know he [Hossam] is successful and controls the students. They [students] love him and he has no discipline issues—this is what matters. I always tell my students, especially in less advanced classes: 'We will reach good achievements but discipline and respect and understanding between us is fundamental, and this attitude is what will shape your achievements.' I learned that and started working on it already. [Hossam]

Hossam understands how important it is that parents notice his positive attitude and success with students. This is expected to influence his reputation as a competent teacher. Thus, he prefers to share his agenda with his students regarding the importance of discipline and respect-based relations to their success. In the same vein, Zena, an experienced teacher, describes how students' perception of a teacher goes beyond the class and even beyond the school setting. In her words, *'A lot of middle school children pass by and ask "are you the teacher Zina?" So I say, "yes, I am Zena." So, they've heard and know. Besides, I have been teaching and educating generations, so they ask their brothers, and cousins, so they tell each other*'. In her case, her good reputation has expanded and reached future students through her past students who appreciate her highly. Such concerns can be understood, especially when teachers live in small all-know-all communities where word of a positive or negative professional reputation spreads rapidly.

Eventually, students' opinions and, accordingly, those of their parents become critical in how the teacher is professionally perceived. This demonstrates how social changes in power relations within the local community (in which the schools operate) affect power relations in schools, where today students are recognized as major active players. Consequently, these changes impact what novices learn as essential and appreciated. Nadwa's conclusions regarding the significance of students to the existence and relevance of teachers and schools demonstrates how this understanding is not obvious; rather, it is a newly adopted perspective.

> [Schools are] just like how a factory produces a product – if there is no product, then there is no need for a factory. They [students] are our work, because of them we exist. So, let's relate to them, acknowledge their existence, explore it, deepen it and be there for them. We exist thanks to them. The education system exists thanks to them. [Nadwa]

Though she metaphorically compares schools to factories and students to products, which may sound very industrial, the last part of her statement reveals the new perceptions that she is trying to convey, focusing on students and their needs. Later, she explains how students' needs are changing as teachers are not needed as a source of information anymore now that information is highly available through the internet.

> If we were still living in the past, I would tell you that the teacher was one of the sources of knowledge but today, this is no longer true. The student does not need me [as a teacher]. I assume that in terms of content he does not need me. He can go online. We need to work on added value. It is important to me to think about how I want to build this generation. That's how I see it … that's what matters. [Nadwa]

Nadwa understands that teacher's role as an information provider needs to be replaced by the teacher becoming a significant figure in the student's life. Thus, exerting influence on students is essential for teachers to be seen as valuable. She sees her influence on students as part of a wider mission aimed at educating the next generation.

The reference to students as part of a generation rather than individuals highlights another factor that strengthens the call for school change and influences novice learning—namely, generational differences. Wasan, a young novice, describes her students as part of a new generation that is totally different from hers. She points to the influence of technological developments such as social media on students. This understanding helps her recognize her students' difficulties in handling the slow pace and unattractiveness of schools. This encourages her to learn how to connect to their world and attract their attention to learning.

> Today we stand in front of students that are part of a generation that is completely different from our generation even though there is no huge gap in terms of years between my students and myself (almost 12 years). But there are differences. Social media affects them greatly, so everything has changed. I will tell you honestly, we are in the social media and technology era and everything is fast. If he wants to download a game on his phone, he won't wait more than five minutes so what about as a student? How will he be able to sit for 45 minutes in a grammar lesson without a phone? it is difficult for them [students]. So, all the time you need to know how to motivate the class, taking into consideration that they are children that want to go around and mess with many things. Each generation is different. [Wasan]

The growing gaps between different generations is a global well-known phenomenon, especially due to rapid technological developments. Yet, such gaps are likely to be greater within traditional conservative societies, as the changes and differences are more intense. Furthermore, the generational differences between experienced teachers and students are likely to be greater as the age gap increases.

4.2.1.1. Schools' needs for change play in favor of novice induction

In our study, both novice and experienced participants refer to the criticality of school change and understanding the current generation so teachers can promote their work. Amal as a novice describes the discrepancies between experienced teachers' perceptions and those of students, and how novices stand in the middle.

> There is a certain barrier that exists between teachers and students that I do not believe in. I do not understand the teachers who come to me and do not believe that I am photographed with the students. What is the problem with that? What is the big deal in that the student is with me on Instagram? I do not message with the student, … I know where to draw the lines. I do not come and go beyond the boundaries but, on the other hand, there is a lot of distance [between teachers and students]. Students do not perceive us [teachers] this way. It is not like the teachers of yesterday. Who are we trying to fool? The student does not see me like this so why should I see myself like this? The teachers are very much trying to create a distance that will make it clear that they are 'the teachers' … It is really important for me to learn from them where and how to put the boundaries, but not with the existing rigidity. I say this unequivocally. Not with that stiffness, and not with a lot of screams and shouts. When I walk into class and I shout a lot, I realize that today I probably

did not control the class well. If I got into a situation where I shouted so much, I probably did not have control. [Amal]

Amal is aware of the authoritative perceptions older teacher are trying to keep, but also of her students' refusal to accept such a hierarchy. Being part of the younger generation, Amal understands her students better and agrees with their perceptions more than with those of her colleagues. Her understanding of the younger generation informs her learning. Thus, instead of learning to maintain a power-based authority, knowing how to connect with students has become her major learning goal.

The changes in school attitudes and perceptions especially in relation to students being imposed upon the entire school system appear to be a dramatic upheaval that is a detrimental to the school success and relevance. This is Nagam's understanding of the situation: '*If we decide to stay fixed, we will "lose the north", and we will not have contact with the children. If we do not make a "switch" in our head and change the "frequencies", we will not succeed*.' The understanding of the need for schools to change impacts on what and how novices learn, and on how schools induct novices as well.

4.2.1.2. Novices fit into the needs of schools

It seems reasonable that where change is needed, carriers of this change are welcomed. It is precisely here that novices have an important role to play as they are gradually being seen more as potential enactors of change. As Areen, a school counselor, suggests '*We need to look at novices as a treasure that arrived, and we need to protect them. This requires a change of perspective [upon novices]*'. Compared with experienced teachers, Areen votes in favor of novices who are freshly

trained, enthusiastic and bring change to schools while most experienced teachers suffer from job burnout. '*Novices come with a new language, enthusiasm, new ideas. We need to keep that and ensure they don't run away.*' This change of perspective seems to influence novice induction processes. In fact, novices often state high appreciation of their school's supportive culture. The positive school culture is described as an outcome of staff collaboration, social bonding and welcoming novices. Novices recall how feelings of safety, socialization and acceptance of mistakes reduce their emotional stress and promote their learning.

The expectation of novices to be agentic has been recognized by the novices themselves as well. They have noticed how appreciated they are when displaying interest beyond the teaching of basic requirements. When asked by another novice about her promotion, thinking retrospectively Narmeen recognizes that her initiatives and proactivity are highly appreciated and are behind the promotion.

> One of the teachers said to me: 'Listen I want to tell you something. You and I have been here for three years as Arabic teachers, and the principal promotes you but not me, why?' I said to her: 'Listen, did you initiate ideas, updating him [the principal] or consulting with him? Did you offer him things?' She answered, 'No. I come to teach and go home.' I said to her, 'Well, so what do you expect? I personally offered him lectures on smoking and cancer, I offered him a lot of things, I emailed him articles, things that can promote our school and the teachers.' So, she said: 'I swear to you I did not notice it. It probably really helps.' [Narmeen]

In the same vein, Maisan advises other novices to initiate new ideas even when these are rejected at first. She learned that the impression of the novice as a proactive agentic person is essential for professional growth.

> A new teacher needs to initiate new things even though these are not accepted at first. When a new teacher is perceived in the system as an enterprising person, then one starts to be trusted more and it is like a snowball, it can improve and develop. [Maisan]]

Aware of her added value, Sara points to the reciprocal help between her colleagues and herself even though she is still a novice. *'Although I'm new, I help them [experienced colleagues] and they help me. Experienced teachers may have more experience, but as a new teacher, I learned more recent and updated teaching methods.'* Just like Sara, novices seem to be aware of their added value as being freshly trained and more updated about teaching methods when compared to experienced teachers.

Besides acknowledging the need to be proactive on their side, novices themselves admire experienced teachers who act proactively. In fact, when asked to name colleagues whom the novices felt as significant for their learning, they chose teachers whom they admired for not being typical traditional teachers, especially when they show they care about students' needs. Later, we found out that these teachers hold leading positions in their schools. Apparently, school leadership also admires teachers who stand out as agentic teachers striving to make a change. Next, we elaborate on the role of agentic experienced teachers in promoting novices' learning.

4.2.2. The encounter with agentic experienced teachers fosters novices' learning and agentic perspectives

In every interview we saw that the interviewed novice referred to one particular colleague extensively. One would expect that to be an assigned mentor. Yet, in most cases, novices elaborated on the contribution of a specific colleague, not a formal mentor, whom they admire, learned from and identified with. Most of all, novices admired colleagues who are able to gain students' respect by virtue of maintaining positive student–teacher relations and continuous caring. Amal, a novice, describes Samah (an experienced teacher) whom she admires for maintaining class discipline based on respectful relations with students rather than shouting as other teachers do. Through observations and asking students themselves, Amal concludes that students learn to trust and count on Samah to be there 'in times of need'. Though Samah teaches a totally different subject-matter, Amal enjoys observing her and her relationship with students. Clearly, Samah has become a major learning resource for Amal.

> Respect. There is respect for her [Samah, an experienced colleague]. She has her place. She managed to gain respect. Not out of fear. The students tell me she does not scare them, but they just do not like to bother her. So, I realized it came from a place of honor. And I really feel that way, as soon as she enters the classroom, everyone is already sitting in place waiting for her. So, there are teachers who do not have to shout, and there are teachers who without shouting cannot take control … She knows how to reach them [students]. [Amal]

Samah can be seen as an agentic experienced as she obviously acts in a different way than what is common among schoolteachers. One can assume that her actions are intended to change existing practices. In fact, in an informal talk with Samah, she stressed how important it is for her to act in a different way than others, especially

regarding student–teacher relations as she strongly believes in mutual respect rather than in power. Similarly, in the following example, Rawia describes how she learned from observing Adala (an experienced homeroom teacher) and her care for students.

> I learned from her [Adla, a colleague] not to look only at the academic achievements but also to take care of the students in relation to things beyond the school. She always goes into every classroom to check attendance, who is not present. She goes and checks if he is at school at all and then calls the parents and reports. So, I would see what she does and also in my conversations with her, she would ask me about certain students, how they were and what they did, so I see that she cares for them in their private life out of concern for them rather than just caring about their academic achievements. [Rawia]

Such a caring attitude is not only observed emanating from those teachers but is also expected by novices in order to foster students' learning process. Rania says, '*I think of myself when I was a student. I would relate more to the subject when I liked its teacher.*' Novices' previous experiences as school students help them understand why students admire teachers who care about them and not only about their learning. Being educated in local Druze traditional and hierarchical schools, our participants recall missing teachers who influenced their lives and missing the being cared for by teachers. When Nadwa claims that she wants to be significant for her students and not just teach them she adds, *'... this may be something I would have liked my [previous] teachers to have'*. It is due to this sense of lack that novices sympathize with students' appreciation of such agentic teachers.

Furthermore, the caring attitude of these agentic experienced teachers was displayed not only towards students but vis-à-vis experienced teachers as well. Some

experienced teachers recall their experience of being novices many years ago. Sina, a high school counselor, describes how her own early induction experience informs her support of novices. Because she missed having support back then, she decided to take charge and approach every new teacher and increase the feeling of belonging.

> In the early years [of my work] as a counselor, even though there was a counseling team and I was not in school alone, still sometimes when I really needed more ears and eyes to think with me, I needed confirmation, for someone you say, 'it was okay'. I needed someone to encourage me, someone to nurture my ego and say that I was fine. Truly, from my personal experience I have learned, and I believe it is very important. It is important for everyone but critical for new teachers. Therefore, I feel that I have a commitment to every new teacher. I strongly believe in the sense of belonging that a novice needs to feel as part of … and he has his own uniqueness, so he will give and be proactive. This is the place that has always guided me in my work. So, you will find that when a new teacher comes, I go straight to him. [Sina]

While Sina understands supporting novices to be part of her counseling role, other experienced teachers support novices on their own initiative. Both Nadwa and Rawia, two novices who were inducted into the same school, describe Samira, an experienced teacher who seems to see supporting novices as part of her personal agenda. They recall her initiatives of helping novices learn even about their financial rights. When we interviewed Samira, she admitted that helping novices to be inducted smoothly is a personal agenda she holds as she admired the assistance she received from another colleague in her early years of teaching.

Our data analysis traces high alignment between perception of novices and their chosen significant colleagues, especially regarding what is important to learn (attitudes towards students) and changes that need to take place in the school. This should be phrased more precisely because it is an important sentence. The following statements made by a counselor (Sina), *'I know that when a teacher loves the child, the child will succeed in his class and make an effort'* and a principal (Adeer), '*We need to break conventions, to break standards, and to get out of our comfort zone'*, demonstrate the two main themes novices need to learn: caring for students and bringing changes. The messages those two typical statements convey are dominant in novices' interviews, and there is strong alignment between novices' and selected experienced teachers' perceptions. We may assume that this alignment is an outcome of the interaction between novices and these selected experienced teachers. Moreover, selected experienced teachers often describe feelings of identification with novices as they hold similar perceptions of their own. They also describe how unique the novices are in comparison to other novices they have met. In their turn, novices praise the selected experienced teachers' uniqueness. They describe them as highly motivated teachers, who influence their students, particularly when compared to other experienced teachers who seem to care less. Novices often declared '*there are teachers who teach, and there are teachers for life*' while the latter refers to the admired colleagues. Furthermore, novices in particular appreciate the role of those admired and trusted colleagues in mediating the learning setting for them as newcomers and advancing their learning. Such an influence expands to impact their teaching, as they recall. For instance, Mona refers to the link between how she received support from colleagues and her classes.

> In fact, the feeling of the teachers' room, the staff and colleagues also affects the class I teach. It also affects the continuation of my path—whether I want to continue as a teacher or not. After all, I need something that will motivate me in the morning, I need motivation, something that will call me to come to school, and not continue sleeping. [Mona]

Our last research question sought to explore relationships between novice learning process and novice performances. The next section presents the findings that answer our third question.

4.3. What novices learn about their own learning is manifested in their teaching

To answer the third research question, we simultaneously examined the major learning outcomes reported by novices and the actions documented in the observations. Thus, we refer to the learning outcomes at two levels: articulated and observed. First, we examined what novices conclude about their own learning (articulated), then we compared it their in-class performances (observed). Though we were not able to empirically prove a causal relation between the learning process and in-class actions, the data analysis of both interviews and observations suggests possible connections between learning outcomes (what novices say they learned about their own learning) and in-class actions (what they did in observed classes).

4.3.1. Novices' articulated understanding of their current learning influence their understanding of students' needs

In an earlier section we presented how novices unpack their learning from experience as highly dependent on students. They come to understand that working and receiving

feedback from students is a major learning resource. This seems to strengthen the acceptance of the novice's current status as a learner, besides being a teacher. This acceptance of the dual roles is essential and is not to be taken for granted. Based on our data, it seems that novices were concerned more about their being teachers when they started teaching. Novices' realization that they are still learners and that they can learn a lot from and through students were major learning outcomes that novices described. The dominance of stating the appreciation of learning from and through students shows that novices expected themselves to teach students rather than learn from them. This can be understood in light of the fact that in traditional conservative contexts, teachers are mostly perceived as knowledge providers. The following excerpt demonstrates how the novice's previous (as a school student) and current (as a teacher) experience interrelates with the experience of being a teacher.

> I feel like I'm a student. I always put myself in students' shoes. I told them that if I had back then support like they have today, I would have studied medicine. When I was a student, I had no such thing, and I had no such [supportive] teachers. Basically, I planned to study teaching to make a change … I really like to change the student, to support him rather than see a problem and ignore it. That's why I became a homeroom teacher for two years. Today my class is very successful because I always encourage and tell them, 'I am proud of you and trust you, so go ahead'. I would have wanted to hear that when I was a student myself and that was missing. I missed having someone who would cheer and help. I think all those words I always get from the principal now as she always tells me, 'I'm proud of you,' it motivates me. So, probably the students also need to hear it, you wouldn't believe that students who got once

> score of 60 today get an 80 or even 90, just because of ‘I believe in you and trust you’ that can greatly affect the child. [Lina]

Lina draws on her previous experience as a school student who lacked being supported and cared for by teachers, which encouraged her to become a teacher herself and act differently towards students. Being a learner again, as a novice, her empathy towards students' learning needs seems to grow. Now, she acknowledges the power of being encouraged and supported especially by the principal and colleagues who motivates her. This substitutes for the lack of support she experienced as a student and strengthens her belief in the power of emotional support and encouragement in fostering her learning. Eventually, the difference between Lina's previous and current learning is related to the availability of supportive climate which she learned to see as fundamental. This account demonstrates the relationship between the novice’s previous experience as a school student and her current status as a novice who is learning at the workplace. This connection informs her understanding of her students’ learning needs. Eventually, novices’ interpretation of their own learning and the role of the school support, helps novice learn how to cater for students’ needs.

Similar to Lina, Wasan describes how being supported as a novice influence her attitude towards students. The collegial support she received is described to strengthen her commitment and feelings of responsibility. She draws on the link between feeling cared for as a novice and her wish to provide her students with a similar experience of caring.

> I feel a lot of support that teaches me that I have a great responsibility and commitment. That's why I feel very good because I am aware that if something goes wrong then I am not alone, it is a great feeling. As an educator I make sure

to give my students a feeling that if anything happens, they won't be alone, I am by their side! [Wasan]

Both Lina and Wasan, like most novices in our study who appreciate being supported by colleagues, often stated their desire to pass this experience on and have their students enjoy similar kinds of support. This desire is grounded in three elements: previous schooling experience, current learning experience (as a novice) and appreciation of the student's role in novice learning (as presented in the first section of the findings).

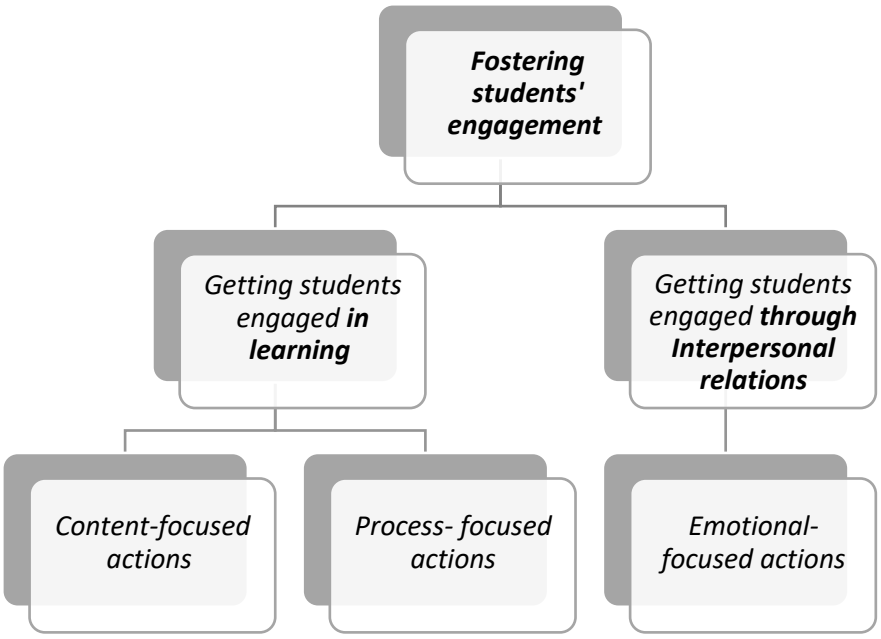
To this end, we have focused on what novices recalled and described as a relationship between their learning and their teaching especially by means of attitudes towards students. Next, we turn our attention to what occurs in the classroom and the analysis of novice performances and compare it with the interviews analysis. As we are not following a process-product (Russ et al., 2016) line of research, our presentation will not compare interview quotes with observed actions. Rather we will compare our final analysis of the first two research questions with the analysis of the third one. The two previous sections presented findings that illuminate on the novice learning at the workplace. The findings revealed important aspects that bear influence on novice learning on both individual and contextual levels. On the individual level, novices highlighted their proactivity and engagement in steering their learning as fundamental (as specified earlier). Yet, they learned to appreciate the collegial support they experienced at the workplace. More than anything else, novices spoke highly of the emotional support provided through interpersonal relations with caring colleagues. Together, novices understand their own learning process as depending on both individual proactivity and engagement and on collegial support. We found evidence of performances that echo with novices' insights about their own learning. Those

revolve mainly around fostering students' engagement and providing support, especially emotionally and through interpersonal relations. The next section presents this last aspect based on the analysis of observation data. Exemplary episodes will be provided and discussed.

4.3.2. Novices' observed actions focus on fostering students' engagement in learning through interpersonal relations

In the observation data, we identified novices' actions with major focus on *fostering student's engagement* in the learning process through *emotional support and nurturing interpersonal student-teacher relationships*. The analysis of the observation data revealed three sets of actions that focus on fostering student engagement: (1) *content-focused actions,* (2) *process-focused actions* and (3) *emotional-focused actions.* We now elaborate on the characteristics of each of the three sets and draw on how they are connected to novice learning. We must note, that although we will use an excerpt to demonstrate each of the sets of actions, we identify actions from other sets within a single piece. We do not ignore that or claim for a dichotomy among the three sets, rather we try by each example to demonstrate the presented set of actions.

Figure 2. Novices' performances focus on fostering student engagement in learning



Novices' perspectives on the individual's role and the role of others at the workplace seem to inform their understanding of the learning process and especially its perceived facilitators. Those understandings were recognized to echo in novices' performances in class, (more specifically the intensive focus on emotional support and student-teacher interpersonal relations.) Among novices who emphasized the importance of their proactivity in the learning process, we traced dominant teaching performances that aimed at encouraging student involvement in learning and guidance in the learning process.

4.3.2.1. Getting students engaged in content learning: content-focused actions

The first set labeled as content-focused actions, refers to actions that revolve around advancing student learning of the taught content. This is done by mainly (1) mediating

content and (2) ensuring students' comprehension. Mediating content refers to actions through which novices try to mediate the content for students to foster their engagement in learning. This includes personalizing the content, getting students interested and involved, connecting concepts to everyday language and life. Actions that engage students with focus on comprehension of the content are included in the category of ensuring student comprehension. This refers to actions such as reviewing materials, answering questions that reveal students' difficulties, posing questions to help students expand their answers, inviting students to ask, and providing feedback on student's performance. The following excerpt is taken from a science class with 10^{th} graders, as Lina (a novice) dedicates the lesson to reviewing previously learnt content as part of the preparation for an oncoming test. To do so, she uses an online article that demonstrates the marginalization of women in the science field. She explains her choice by relating to the International Women Day, when the lesson took place.

> I always bring you articles about the power of women. Remember when we learned about the structure of DNA we talked about Rosalyn (tells how she did not get any appreciation as women did not have a say at the time). There's another story for another woman. We've learned about the chromosomes, 46 (23 from mom, 23 from dad). How did we understand that? how did we understand that one chromosome is a male and the other is female. A woman named Netty Stevens has arrived. Lina presents a web site page. The title is 'The woman who discovered the XY chromosome but did not receive credit because she had XX'.
>
> Lina: 'What a beautiful sentence', then asked the students to explain it. She told about the woman's life and how powerful she was.

Lina: ‘Was she the first to find out?’

Student: ‘No, she first discovered something based on things done before’

Lina: ‘Very true. How do you think she tested the chromosome?’

Student: ‘Animals and Insects’

Lina: ‘Wonderful. Turn to reading the text from the web.’

Lina: ‘so what exactly she discovered?’. The students go over the text and answer.

One student finally says: ‘She had an Exit’

Lina: ‘Very nice! She had an Exit.’

Not only that Lina reviews the content through an authentic context, but also encourages students' attempts of making the context relevant to their current world. The student's answer ‘she had an exit’ referring to the scientist's discovery, represents an updated technological term that young adults are familiar with. This examples ~~that~~ demonstrate Lina's efforts to mediate the content by relating to real life issues and using language relevant to students' world while ensuring student comprehension of the relevant concepts. Through choosing a relevant authentic piece to review the content while eliciting answers and insights from the students, she engages students in the process. The next recognized set of actions foster students' engagement as well but this time in monitoring their own learning processes.

4.3.2.2. Getting students engaged in monitoring the learning process: process-focused actions

The second set of actions is labeled as process-focused actions. Here we include actions through which novices encourage students to engage in monitoring their learning processes. Here, novices encourage student to think about, monitor and

manage their own learning process. Novices do so by referring to student progress, encourage metacognitive thinking, giving hope and options for success and sharing the teaching agenda with students. Sharing and inviting students to think about the teacher's agenda encourages students to be more proactive in managing their learning. In the following episode, as Lina continues to review previously learned materials as a preparation for a coming test, she asks her students to individually prepare a 'homemade' list of equations to be used during exam time. When asked about the importance of personally preparing the list, Lina elicits the answer form the students themselves who recognize her attempts to encourage their engagement in learning.

> Lina: 'By the way, regarding the formulas page, it is allowed for use the exam. I will be honest with you, the test...'
>
> Student: 'It will be difficult, right?'
>
> Lina: 'No, but we want to work on high-order thinking, it's a heterogeneous test, it has low-order and high-order questions. I want us to practice more questions like that. I allow you to write (the formulas page) in handwriting, on one page and I will confirm it, but do not pass it to each other.'
>
> Students ask: 'What is the difference? What's the point?'
>
> Lina sends the question back to students: 'Why am I doing this?'
>
> Student: 'Because once we make a page like this, we have to review all the material.'
>
> Lina: 'Yes, well done, that's how you will do a good rehearsal.'

Lina's strategy to have students prepare their own index cards for the test, and eliciting the rationale behind her strategy, encourage students to be more engaged and aware of their learning processes. In a similar way, Maisan invites her students to

monitor their successful learning of new lexical items. She explains her request as an attempt to learn how to teach them better.

Maisan returns to the vocabulary list (makes a list on the side and marks V. when students recognize the word).

> Maisan: 'I see you have learned all the words very well, I would like to know why, so I duplicate it?'
>
> Student: 'They are nice'
>
> Maisan: 'What's nice? How is it different from other words?'
>
> Student: 'Because they were elicited from the text.'

By referring to how students learn, Maisan tries to encourage students' engagement in monitoring the learning process. This is done through continuous discussion of how and why things are done. Maisan: 'Now, we will turn a page, there are 7 questions, the question we've discussed is more interesting, but these questions must be solved to improve our reading comprehension.' Then, when asked by a student about how to deal with more complicated questions that require creativity, Maisan invites students to look inside themselves for creativity.

> Student: 'Every question here requires creativity, where can we get that from?'
>
> Maisan: 'From inside of yourself, the creativity is in you.'
>
> Responding to another student:
>
> Student: 'Can someone help me please?'
>
> Maisan: 'You do not need that, you can handle it alone, if you face a difficulty, come to me.'

Here, Maisan tries to encourage students to believe in their abilities in this case, being creative. On many occasions where she invites students to rely on themselves, Maisan reminds them that she is there whenever they need her, as thus providing emotional

support. These examples of Maisan's actions demonstrate how she gets students engaged in managing their own learning process through developing awareness of learning strategies they apply and simultaneously encouraging students to believe in their abilities to succeed as she becomes aware of the significance of the emotional aspects in learning. As she describes it: '*Before I started teaching at school, I was aware of why it is difficult for students to learn English as a language. When I came to school, I started to see the emotional difficulty, I mean how emotions affect learning, in my opinion has more impact than your knowledge on students*.'

The two sets of actions, the content-focused and process-focused actions demonstrate novice attempts to encourage students to be proactive. This can be understood in light of dominant descriptions of the active part they take in their own learning as novices.

4.3.2.3. Getting students engaged through interpersonal relations: emotional-focused actions

Teaching performances that enabled the nurturing of teacher-student relationships were also dominant, especially providing emotional support. We recognized predominant actions that focus on emotional aspects, which we labeled as emotional-focused actions. This set includes actions through which novices support students emotionally and nurture student-teacher relations. Novices provide emotional support by recognizing and answering emotional personal and learning needs, encouraging and motivating students to keep the good work, acknowledging their progress, encouraging cooperative work and providing positive feedback. Furthermore, novices nurture student-teacher relations by displaying care for students' feelings, using affection expressions, using humor, admitting mistakes, inviting students to approach

them, encouraging positive behavior and negotiating students' requests. Let us consider the following excerpt taken from Maisan's class.

> The class is discussing an article that presents findings of a study that compares females' and males' amount of talking.
>
> Joanna (a female student, very angrily): 'This episode will make me sick, it's very extreme.'
>
> Maisan: 'Why does it annoy you? Try to explain in English.'
>
> The student tries to explain that the episode is too extreme and that she does not think the situation is so bad, she says: 'If I want to talk, I will talk, it has nothing to do with gender.'
>
> Maisan: 'I can understand you, this article is not easy, but it raises awareness of the issue.'
>
> Maisan: 'Does the text break the myth that women speak more than boys?'
>
> A student tries and fails to explain.
>
> Maisan turns the question to the class: 'I'm asking a difficult question,' she explains again.
>
> 'Try to think, take a few seconds and think, this is a high-level question, I expect it to be answered at university, try.'
>
> Students argue about cultural aspects that may influence gender differences.
>
> Maisan reformulates one of the student's claims and says, 'it's a great explanation. Give him a merit.' Students clap hands.
>
> Another student tries and explains why he likes the episode.
>
> Maisan returns to Joanna: 'You see, he loves the episode because it makes him think.'

Joanna tries to explain what the episode is trying to say, but she seems nervous. She starts to talk in English and continues in Arabic.

Maisan accepts that. Another student tries to discuss the text and findings presented.

Maisan: ‘A very good answer.’

Maisan pays a great deal to the student’s emotions towards the piece they are studying. She invites her together with the class to delve into the emotional aspects of the learning process. Emotions are also associated with acceptance of mistakes. In class, Maisan invites students not to give up when making mistakes but uses students' mistakes as an opportunity to emotionally support the learning process.

A student pronounces a word incorrectly. Maisan repeats it correctly.

The student goes on, Maisan stops him and insists, ‘hey, hey, say it.’

The student tries and fails.

Maisan: ‘I see, it is a hard word.’

Another student explains: ‘I tell myself it's like the word (names a different word) ...’

Maisan: ‘I'm not sure it's the same source but if it helps you, use it.’

Maisan returns to the student who made the mistake and asks him to try again.

The student tries and succeeds.

Maisan: ‘Very good.’

In her interview, she referred to how she learned to accept mistakes as an integral aspect of learning as her mistakes were accepted in school. She concludes: ‘*A novice teacher should not fear or be afraid of his mistakes but needs to understand that everything can be corrected. Although there is a claim that if you are not a good teacher from the beginning then you will never be one, it is not true, a person can*

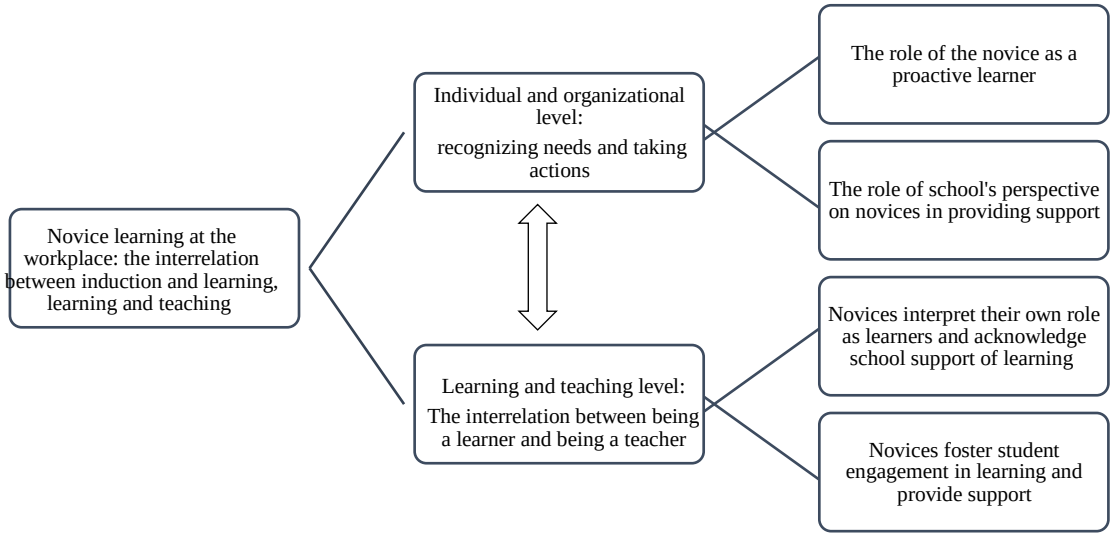
change and improve himself.' In many other observed examples in her lesson, Maisan insists on turning the mistake into a learning opportunity by emotionally encouraging the students to accept mistakes and praise them as an integral part of the learning process. This demonstrates the relationship between what novice's own learning process and in-class performances.

To sum up, in this section we presented evidence of how what novices learn about their own learning informs their in-class actions. We found that as novices learn about the significance of the learner's role (as being proactive and engaged in managing the learning process), their actions tend to focus on fostering students' engagement in learning content and in monitoring the learning process. Furthermore, novices' appreciation of emotional support they experienced especially through interpersonal relation, dominant actions focused on encouraging student engagement in learning through emotional support and interpersonal relations.

Summary of the Findings

The following diagram represents the summary of the study findings on the two levels: individual and organizational, and learning and teaching. It represents an overview of the agentic perspective on novice learning at the workplace as our data unfolds.

Figure 3. Novice agentic learning at the workplace within the induction phase



On the individual and organizational level, we found that novice learning and induction processes are grounded in the recognition of needs and acting upon those needs on both levels. On the individual level, individual's proactivity enables novices to go beyond the recognition of major learning needs (i.e., students' heterogeneity and connecting with students) by turning the challenge into a learning resource, especially when individual proactivity is fostered by collegial support. On the organizational level, the data analysis revealed influences of school's external (social changes) and internal factors (generational gaps between students and teachers) that impose needs for changing school traditional settings. As new arrivals, novices are seen as the answer to those needs and consequently, schools tend to provide more support for their learning and induction. This change of perspective plays in favor of novices regardless of all other school unprivileged conditions (such as lack of resources or being in a minority setting).

This individual and organizational level interrelates with another parallel level, namely learning and teaching. Though we are unable to empirically prove a correlation between novice learning and performance, we found evidence of how novices' interpretation of their learning experience is mirrored in their teaching actions especially by means of fostering student engagement in learning. Together, our findings shed light on various aspects of the novice induction-learning-teaching interrelation at the workplace, especially by illuminating on the role of agency in this frame.

5. Discussion

The main goal of this thesis is to provide a more comprehensive perspective of novice learning at the workplace. Our data analysis identified agency as a major concept. Thus, we decided to adopt agency at the workplace as analytical lens. The findings revealed insights regarding the novice's role and the role of the school in novice induction and learning processes. We recognized both internal and external factors of schools that influence teacher learning and induction frames as well. To gain a more comprehensive picture of novice learning, we examined and traced possible relationships between novice learning and performances. In the first part of this chapter, we discuss the findings and their contribution to the field of teacher learning and agency at the workplace. We start by discussing how surprisingly being part of a disadvantaged context can be an advantage for novices. Then, we discuss the relationship between novice learning and performance as an expansion of the realm of individual agency. Finally, we suggest extending the discussion of agency in the study of learning at the workplace. In the last part of this chapter, we suggest practical implications, describe study limitations and recommend future research directions.

5.1. The advantage of being part of a disadvantaged context: A possibility for promoting novice agentic learning and induction

Most studies of novice learning reveal various concerns and challenges that novices face especially during the first years of teaching (Avalos, 2016). Another line of studies focuses on novice learning needs and competencies such as developing `micro-political literacy` and resilience (Johnson et al., 2015; Kelchtermans & Ballet, 2002; Keogh et al., 2012) that may assist novices in coping with the `reality shock`

and other challenges when being inducted into school cultures. Though our participants are inducted into unprivileged minority schools, we found that sharing the same social spheres with the school local community plays in favor of novice learning and induction. In fact, being a member of the local community seems to be an advantage as it promotes novice interpretation of school culture and needs, and of the wider context. This can be relevant not only to a minority context but to any other community that holds special characteristics (for instance, a Kibbutz).

Being part of the local school community and especially when a novice is a product of its educational system, seems to provide background knowledge that is specific for the local setting. Such knowledge fostered our participants' comprehension of their internal and external school context. We found novices to be equipped with previous knowledge about school structures, norms, power-relations (within and outside the school), and about how interpersonal relationships are expected to be handled in the local social sphere. What novices bring with them as previous experience seems to influence their perceptions of existing structures and practices and of what needs to change. In our case, novices' interpretation is informed by the individual's (previous and current) parenting and schooling experience. While the former refers to novices' experiences as previously being a child or currently a parent in the local community, the latter refers to a novice's previous school experience as a student at local schools. This equips novices with knowledge about students' common perceptions of local schools and teachers. Eventually, novice experiences enable empathy and understanding of students' needs as they had earlier similar experiences. In earlier work, Kelchtermans (1993, 2009) suggested that teachers develop a 'personal interpretive framework' to understand their work situations and conditions. In our case, novices seem to bring an informed

interpretation not only of existing work conditions but of what and how those need to be changed. This provides novices with an advantage even over some experienced teachers who may be aware (or not) of the need for changes or are unable to enact it.

In general, studies on teacher professional development stress the interrelated relations between personal and professional lives of teachers. Here, we see evidence of how such an interrelation is even greater as schools are not only a workplace for our novices rather an extension of their own personal homes and lives. In such a case, the local context seems to exert more influence on novice learning than the national context. For instance, our participants seem to understand quality teachers based on local perceptions (i.e., how students, parents and school leaders see quality teachers) rather than on national standards of quality teaching. This was evident by the surprising total absence of reference to the compulsory assessment component of the national induction program that all novices experienced for sure. The significance of the local context on novice learning was found on the school organizational level as well. Our analysis of the organizational perspective on novice learning and induction revealed how social changes taking place in the local community promote a change of perspective towards novices. Urgent schools' needs to change existing traditional student-teacher relationships and teaching practices, encourage schools to abandon a previous perspective of novices as 'incompetent newcomers in need of self-proving' and instead adopt a different perspective of novices as 'potential assets and agents of change' that schools need.

Though early enactment of agency is not typical for novice teachers who are usually very occupied with survival needs, especially in less privileged contexts (e.g., Toren & Iliyan, 2008), our data reveals massive reference of novices' interests in exerting influence not only on their own work conditions but also on their students

and schools. We interpret this enactment of agency in two ways, as an outcome of belonging to a minority with agentic actions, and in light of the shared realities between novices and schools. First, we present out interpretation of novice agency in relation to their minority belonging. In our context, our participants and schools are members of a minority that is basically traditional and conservative, that is likely to limit its acceptance of change. One may assume that as a minority, the power of Druze community on a national level is likely to be limited. However, the Druze community is a unique case of a conservative minority in Israel. On the one hand, it has strived for a full participation and citizenship since the establishment of the state of Israel. On the other hand, its conservative nature as a minority aims to keep its tradition contradicts with the western-orientated majority of Israel. Yet, from a historical and political perspective, the Druze leadership has initiated moves towards the engagement and full participation of the community as Israeli citizens in opposed to the rest of the Arabic speaking minorities in Israel. The historical movement of the Druze community from being defined as part of the Arab groups towards being defined as Israeli Druze citizens (Dana, 2003), can be seen as an act of exerting influence on the community's life by aiming to gain more power on the national level. In fact, it can be claimed that the Druze minority has succeeded to gain more power on the national level than is expected for its relatively small size. Though change processes contradict traditionalism and conservative structures, they are perceived as detrimental for the Druze as a minority in the Israeli context and in any other context. Actually, one of the basic survival principles that the Druze apply in any context around the world, is loyalty to the state in which they live regardless of its social justice orientation towards them as they have no intentions of establishing a Druze state. We interpret that belonging to a minority that its survival relies on its ability to

adjust and act upon any given conditions, inspired our participants to act proactively in their learning and induction processes. The understanding that as a minority acting upon changing and advancing conditions is an effort to be made rather than a given privilege. Our second interpretation of novice enactment of agency as identified in our study, is related to the fact that our participants are part of the same community that the schools serve. Being part of the local community means that novices are part of its change processes who are able to recognize the needs for a change in traditional school structures and teaching practices, as well as the wider influence of their role on society. Thus, novices learn soon about their ability to exert influence not only on the immediate context but on the local community as well. Eventually, novices experience being part of a bigger picture (the local community), rather than being another piece entering the school puzzle.

5.1.1. Individual and organizational 'agentic orientation': A question of fit in perspectives

In line with previous attempts to characterize the individual and the organizational attitude towards learning at the workplace (Fuller & Unwin, 2004; Kardos et al., 2001; Oolbekkink-Marchand et al., 2017), we suggest the notion of `agentic orientation` to conceptualize attitudes and openness towards acting for bringing change. On the individual level, `agentic orientation` refers to employees (in our case novices) willing to adopt a proactive attitude in managing the learning process (e.g., turning challenges into learning resources rather than being subjected or held back by them). On the organizational level, `agentic orientation` refers to the workplace recognition of its needs and how employees (especially novices) can fit in and proactively learn. In our case, we found that the individual agentic orientation

(wanting to influence students' lives) is likely to be fostered and enacted when aligned with school agentic orientation (encouraging teachers to reach students). The alignment of agentic orientation requires an examination of workplace needs, individual needs, and how parallel actions on both levels can bring desired outcomes for both sides. This `agentic orientation` concept can be used by schools to identify novice's potential of fitting into schools' current needs even at early stages. Schools can recognize the level of agentic orientation of experienced teachers, as not all experienced teachers are agentic and open for change. Identifying agentic-oriented experienced teachers can be helpful in positively inducting novices into the workplace. Here, we found that the encounter with agentic colleagues has great impact in bridging between novices and schools. At the same time, `agentic orientation` can be used to identify school cultures and their interests and understanding of the induction of novices. Thus, a close examination of the 'agentic orientation', its level, aims, actions and possible outcomes may offer insights into the individual-organizational fit (in our case novice-school). The value of person-school fit has been found to have major significance for teacher's search for opportunities within the workplace (Van Beurden et al., 2017) and consequently the decision of staying or quitting teaching.

To sum up this section, we conclude that being part of the local community enables novices to be agentic learners as they are well informed about the school's culture and needs within the wider local context. The greater the alignment between the individual's and organization's agentic orientation, the more likely for novice induction and learning to be promoted. Furthermore, such an alignment seems to enable individual agency to expand to influence others rather than being restricted to

one's own level. Such an expansion was identified in the relationship between novice learning and performance. The following section elaborates on this aspect.

5.2. Novice learning and performance: Expanding the realm of individual agency

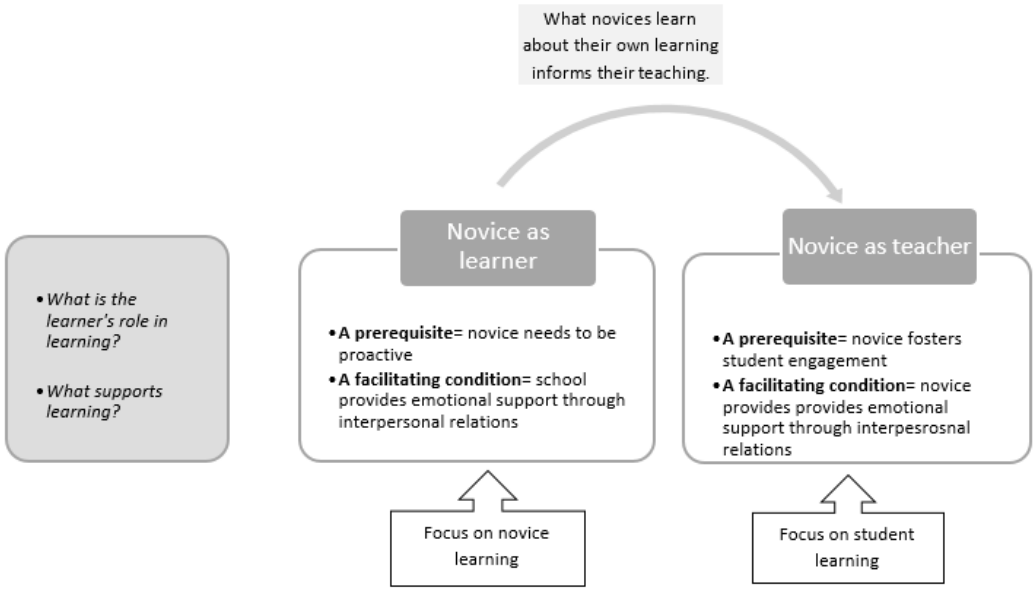
According to our findings, novices' experience of being learners at the workplace is informed by their understanding of the contributions of the following three players: the individual novice, the school culture and the students. Novice's understanding of the individual's own role portraits proactivity as a prerequisite and a necessary condition for managing the learning process. By being proactive, novices influence the learning process through accepting or rejecting learning sources, adopting a more active approach towards difficulties rather than a victimized one. This finding supports the claims of Raemdonck et al. (2014) regarding the significance of individual characteristics, specifically, self-regulated learning. Their study of employees (not only novices) revealed that self-regulated learning predicted learning behavior as self-regulated learners were more eager to learn, to initiate and take responsibility over learning and challenges on their own. In our case, not only that proactivity is described by the novices as strategic, rather it is perceived to account for differences between successful and failing novices, and for quality experienced teachers who bring a challenged and non-victimized spirit. Moreover, novices acknowledge the school's role in fostering their learning (specifically by school principals and certain experienced teachers). In line with previous studies, the school principal was found to be a significant facilitator of novice learning (Kutsyuruba et al., 2016; Sullivan & Morrison, 2014). Here, the principals were appreciated especially regarding their role in promoting supportive school cultures for all teachers in general, and for novices in particular. Moreover, the principals were

seen as supporters of teacher agency through their choice to promote agentic experienced teachers into leading positions. In all cases presented in this study, we found the influence of described agentic experienced teachers on novice learning to be greater than formal mentors. Novices stress how they learned from those experienced teachers to expand their own learning interests to include the students' needs, instead of focusing only on subject-content teaching. This finding is similar to Flores's (2019) recognition of teachers as leaders who influence colleagues, students and others even with no formal leading position. Motivation, resilience, innovation and commitment are identified as basic characteristics of teachers as leaders (Flores, 2019). Similar descriptions were used when our participants described significant experienced teachers whom they considered as quality teachers and intensively learned form. Another player that was recognized to contribute to novice learning is the students. As novices recognize that students have a significant role in their learning, they seem to duplicate the conditions they experienced as significant for their own learning process.

As learners, novices' understanding of their own learning revolves around two major questions: *What is my role in learning? What supports my learning?* The answers to these questions inform the interrelation between novice learning and performance. Novices learn that their own personal involvement is a prerequisite to promoting their own learning, while emotional support and interpersonal relations at the workplace are essential facilitating conditions. Both answers stand in contrast to what most of our novices experienced when they were students in the past, as they were schooled through traditional methods (mainly as passive learners) and in less supportive conditions (by authoritative teachers). Such experiences are described in our data and in previous studies of Arabic speaking schools as well (Nasseraldeen et

al., 2021). In our observations, we identified the dominance of attempts to encourage learner involvement in the learning process, while providing emotional support and maintaining positive interpersonal relationships. We interpret these attempts in light of the novices' understanding that the individual's proactivity and involvement are essential for learning as they learned about their own learning during the induction process. Similar to the emotional support and interpersonal relationships that were provided for them by the school culture, the novices tend to provide emotional support and nurture relationships with the students during the lessons as enabling conditions. We conclude that the simultaneous experiences of being a learner and being a teacher within the school context, shapes the novices' perceptions of the learning process and inform their understanding of student needs and eventually novices' performances. The following diagram conceptualizes this claim.

Figure 4. The interrelation between novice learning and performance



Put differently, as a learner, being proactive (as a prerequisite for learning) depends on the novice while the emotional support through interpersonal relations (as a facilitating condition) depends on others (school culture and colleagues). As a teacher, the novice fosters student engagement in student learning (as a prerequisite of teaching) while providing emotional support through interpersonal relations (as a facilitating condition). This can be seen as an expansion of novice's realm of agency from influencing their own learning into influencing student learning. We interpret this act as a ‘payback’ and appreciation of students' contribution to novice learning, especially in light of the common spaces that novices and students share. These shared spaces are several. First, generally speaking, both novices (as learners) and students are in need to learn from others (mostly experienced teachers). Thus, they share the same space of ‘not knowing’ and in need of learning. In our specific context, further spaces are shared. Novices and students share the same local community that is undergoing massive changes (as mentioned earlier). Thus, they share changing spaces. An example of those shared changes is related to power relations. From the analysis of the data, we identified that there is a change in the balance of the student-novice-school power relations in the learning process. As expected from educational systems, when reality is rapidly changing, schools need to change. Schools are affected by external factors such as social changes, brought into the school by students, along with generational changes that widen the gap between experienced and students, unlike the smaller gap between student and young novices. The school responds to students and the population, which affects its perspective of the place of novices and what needs to be learned. This brings up another change in power-relations, namely between novices and experienced teachers. As generally accepted, novices are expected to learn from experienced teachers. In our case, as experienced

teachers seem to face difficulties in coping with social changes while for young novices it is easier to connect with the younger generation as they are themselves part of the changing generation. Though schools are expected to influence students, the latter seem to influence schools back greatly. The very understanding of the novices as being able to learn from working with students, leads to another challenge of existing power relations. As teachers, novices are supposed to be a student's major learning resource. Instead, novices find themselves learning through their students. This undermines the traditional perspective of teachers as content providers. Alternatively, novices see their role as teachers in a wider perspective by means of exerting influence on students' lives. This demonstrated an undermining of existing norms and balance of power by different agents. It can be seen as a silent `revolution` that penetrates into existing structures, and covertly exerts influences. The `revolution` has its origins at home and is expanding into the school through both students and young novices. As students are gaining more power in an authoritative based community, novices are gaining more power as they are perceived as desired agents of change. Both students and novices are experiencing huge intergenerational gaps with experienced teachers.

These findings reinforce the place of the novice's former experience as a past student (Lortie, 1975), but add another aspect, namely the most recent and contextualized learning experience of novices as learners at the workplace. Novice's understanding of one's own learning, seems to feed the perception of the teacher's role. We found that novices who were aware of their proactivity, aspired to involve students and give more personal space in classes both at the level of learning content and in promoting students' awareness of their own learning processes. This act of agency that expands from individual influence on one's own conditions into

influencing others (students) allows novices to feel valuable and meaningful for the workplace according to their own words.

Our findings align with the reconceptualization of novices offered by Kelchtermans (2019). In contrast to the common perspective that focuses on recognizing novices' needs of remedial induction, Kelchtermans (2019) offers three conceptualizations of novices as agents, assets and networkers. Adopting such a perspective illuminates the strengths and capabilities novices hold rather than focusing on constraints and difficulties. Our study enables an exploration of the suggested conceptualization. Through adopting an agentic perspective on novice learning and induction, we revealed how novices can be seen as agents by influencing their own learning process and extending the individual agency to influence students and others. Yet, our study strengthens the significance of the sociocultural context and its interplay with the individual agency (Billett, 2011; Vähäsantanen et al., 2017). In fact, in our case it is for the needs imposed by a less privileged sociocultural context that novices are seen as assets to `treasure` and `nature`. Finally, novices were recognized as networkers both in learning and teaching as their relationship with students and colleagues play a significant role in the interplay between being a learner and being a teacher. The change of perspective offered by Kelchtermans (2019) was also demonstrated in (given) schools' change of perspective on novices. Such a change proves to promote novice induction, learning and agency. This implies that schools' perspectives of novices and their induction needs, are not to be taken for granted but explored in depth before novices are assigned to be inducted into a certain school.

The last part of the findings discussion focuses on the conceptual framework of the study, agency at the workplace and offers some insights.

5.3. Learning at the workplace: Extending the discussion on agency

Our findings support the claim of the relevance of Goller's (2017) model of human agency in the study of learning at the workplace. We were able to reveal human agency expressed by novices' dispositions and beliefs in influencing their own learning processes. We identified agentic actions as novices adopt proactive strategies. The outcomes we identified in novice performances demonstrate the expansion from a novice's individual agency into other workplace contexts, namely students. In line with Goller's (2017) model, the manifestation of novice agency in learning at the workplace was found to be influenced by sociocultural contextual factors as described earlier. Though Goller's (2017) model proves its potential in revealing human agency at the workplace, we suggest extending this discussion by adding three unaddressed aspects that our analysis revealed that can be of relevance to any workplace contexts.

First, we suggest adding an **organizational** level besides the **individual** level presented at the center of the model. Though this model analyzes individual agency at the workplace, however as demonstrated in this study, individual agency operates in no void. Rather, it is informed by different workplace agentic entities. In our case, sharing the local community and its social changes increases the alignment between individual and organizational agency. The mutual understanding of needs for changing schools' existing practices and attitudes, has brought a changing perspective of novices as assets and agents of change, and acting upon supporting them. It is not enough to provide spaces for a personal agency but enacting parallel agency action strengthen the place of agency. For example, promoting agentic experienced teachers constitute a model that implies for novices that individual agency is desired. Other

agentic actions can be tuned towards the novice in specific. For example, facilitating induction through taking initiative actions rather than relying on compulsory ones (formal mentoring).

Second, we suggest expanding the examination of both **internal and external sociocultural factors** to include local social aspects. From a sociocultural perspective, external factors are usually referred to by means of political, historical and cultural influences while internal factors are concerned with workplace culture, affordances and constraints. In general, the social spheres of the workplace local community are often underestimated. As we presented earlier, social aspects and processes occurring in the local community sphere can bear influence on workplaces that operate and serve the community. Such influences can be dramatic especially in the case of collective minority settings as schools are the extension of `home` for both their teachers and students. This can be also significant in the case of marginalized contexts or those not belonging to the mainstream. Revealing such factors can illuminate their influence in fostering or hindering novice learning and induction. Unlike other workplaces, in the case of schools, students are a link between internal and external factors as they represent their families and other social aspects. This brings us to the third and last aspect of human agency at the workplace that is unaddressed by Goller's (2017) model.

The third aspect that we offer as an extension of the mentioned model, is the types of agency. We suggest considering both **apparent** and **latent** forms of agency as revealed in this study. So far, studies have mainly examined novices, colleagues, mentors and organizational cultures, communities and their impact on the learning processes of new teachers and how they may affect novice learning in different ways. In this study, the findings reveal the manifestation of two types of agency: apparent

and latent. While we were able to recognize `apparent agency` on the individual and organizational level (novices, principals, and significant experienced teachers, as elaborated on earlier), students can be identified as `latent agents` as they seem to influence novice learning process and their own in return (through influencing novice performances). Similar latent forms of agency were described by Weiner-Levy (2006) in relation to the first Druze women to attain higher education. Those women were found to influence society and create a change for other women not always in declared or visibly observed ways (Weiner-Levy, 2006). In fact, the author describes such agency as the secret of the power to make a change.

To date, students have been researched in the context of teacher performance in terms of achievement, and how teacher learning and performance affect student achievement. In our study, students were recognized to have an influence on novice learning in several ways. First, student's diversity promotes novices to learn how to interact and support each student in a different way and thus novices learn to see students as a learning resource. Second, as students are representatives of the local community, social changes in the local cultural environment penetrate into the school settings through the students imposing needs for changing school structures and practices. Finally, the generational gaps between students and experienced teachers are growing larger, making novices closer to students' world. This gives novices an advantage especially in a traditional community, where generational gaps are huge. In comparison with experienced teachers, novices seem to be more capable of answering the need to understand how to work with young students. Furthermore, novices report the impact of student responses on their teaching methods, practices and of quality. By means of teacher quality, both novice and experienced teacher quality are often referred to in relation to the ability to reach students and maintain positive student-

teacher relationships. Students seem to play a significant role in conveying what a good teacher is. Students' perceptions of quality teachers were also examined by Flores (2019) who found that students identify quality teachers by means of care, good relationships, commitment, passionate teaching and joy of learning. Moreover, she found that students themselves were recognized by some teachers as a significant resource for teacher motivation and often a reason for not quitting teaching even under less preferable work conditions. Eventually, it seems that students' reactions, needs and feedback influence the learning and performances of novices, and indirectly exert influence on students' own learning experiences. Eventually, students can be seen as latent agents as they exert influence on their existing conditions. Thus, students are ought to be taken more into account as active players in the study of teacher learning at the workplace.

The first part of this discussion conceptualized the findings presented earlier. The second part explored the novice induction-learning-performance relationship and its interrelation with the workplace setting. The last section in this discussion outlines possible implications and elaborates on the limitations of the study. Finally, suggestions for future research directions will be presented.

5.4. Practical implications, research limitations and further research

The practical implications from this research can guide stakeholders involved in designing inducting programs. First, on a policy making level, different context-sensitive factors need to be taken into consideration when a majority-ruled policy is designed. Revealing the particularities of marginalized contexts can play a major role in fostering novice induction. In our case, the external social changes that create needs for a change have been found to play in favor of novices. In other contexts, that we

previously examined (Nasseraldeen et al., 2021), different culturally grounded aspects were recognized to intensify novices' induction challenges. For better or worse, recognizing such contextually grounded aspects can inform the process design and guide both novices and schools. Novices need to be encouraged to acquire background knowledge not only of schools they are to be inducted into but the local context and its social characteristics. Acquiring a comprehensive view of the school context can aid novices in interpreting the school culture, navigating their own learning and even enacting their professional agency on the individual and organizational level.

Based on the findings from the present study, we suggest that schools examine their perspectives of novices and of how they can be inducted. In addition, schools need to reflect on how open they are for novice learning and agency. Taking into account the massive processes novices go through within the five years of teaching and the influence of the workplace context on their learning, the recognition of the agentic orientation of the school can help avoiding negative induction experiences as schools rethink their perspective towards novices. In addition, recognizing and promoting agentic teachers imply encouraging messages to novices. As the encounter with agentic experienced teachers was described as influential, their role in inducting novices should be considered and strengthened rather than focusing only on providing subject matter-based mentoring.

In initial meetings between schools and novices, a discussion of intentions and expectations need to be fostered to build a solid ground for novice growth and consequently school development. On the organizational level, school change of perspective of novices as 'filling in for missing teachers or fulfilling empty jobs' into 'a new agent who advances schools' should be deliberately fostered and not be taken

for granted especially in earlier stages of induction. On the individual level, novices need to be aware of their ability to influence not only their own learning but to expand their influence on work conditions, colleagues and students. Furthermore, designing induction policies that centralize the agency of novices rather than overemphasizing their evaluation, and questioning their competency, may put more focus on strengthening the value of novices as change agents. Creating and foster spaces for novice agency manifestation is better than filling 'empty holes' in the system.

This study has certain methodological limitations that should be noted. First, though we applied triangulation of data collection tools (interviews and observations) and data sources (novices and colleagues), we suggest expanding the database to include the perspective of students, parents and school external relevant stakeholders. More than others, students who are usually perceived as receivers of novices learning, are recognized as active players in different ways. Thus, further research should focus on student-related issues and their role in changing school structures and practices as this study revealed the influence of students on novice learning and induction. Here, we identified how social changes brought by students and their perception and generational differences play a role in shaping novice induction and learning. Other aspects that are related to students can be influential but unrevealed in this study and others. Expanding the study design to include massive focus on students and their perceptions in relation to novices is likely to provide a wider perspective and enable a further comprehensive view of novice learning and induction. Second, given that the present study has focused on one particular minority case within a specific cultural context and based on a relatively small sample, future research should explore other social contexts and even incorporate a comparative perspective to illuminate both cross-context factors and context-specific one.

Finally, as the study data was collected before the COVID-19 breakout, we recommend an examination of novice learning processes in relation to the pandemic period. All through the pandemic, schools (experienced teacher and novice teachers) have been going through intensive learning processes in order to advance student distance learning. Local and international attempts to readjust educational setting to answer the rapidly changing conditions of schooling, may resample the `reality shock` most novices experience when they first enter schools. In this case, the shock is a shared experience on different levels, not only novices' share. We expect this unique learning period to influence the induction and learning of novices who might be more competent with digital tools. The agentic perspective on learning at the workplace is needed in such tough times not only by novice but by all.

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Appendix I

Data collection stages, tools and goals

Data collection stages	**Tools**	**Goals**
1st stage – Collecting data from novices about their learning and induction processes	Semi-structured interview with novice teachers	To illuminate on the participant's learning and induction experience. To understand the interpretation of the participants of their own role and the organizational role.
2nd stage - Collecting data about the learning and induction processes of novices from colleague's' perspective	Semi-structured interview with experienced teachers and school leadership	To understand the workplace perspective (colleagues and leadership) on novice induction and learning. To identify influential factors.
3rd stage – documenting in-class actions	Non-participant observations of novice teachers	To identify and characterize dominant teaching actions. To examine patterns that converge with patterns identified in interview data.

Appendix II

Semi-structured interview guide (novices) (English)

1. Warm up questions:
    a. Is your school elementary, junior high or high school?
    b. How would you characterize the socio-economic level of the school and the students?
    c. Do you think that you continued to learn about teaching even after finishing your formal training and starting to teach? How?
2. Questions on the learning process, strategies and resources:
    a. Can you recall what you learned about teaching and becoming a teacher during those two years of teaching?
    b. In what ways did you learn about pedagogy and how to teach your subject-matter after finishing the formal training?
    c. How and from whom have you learned to expand your knowledge of classroom management since you started teaching?
    d. Who were the people who contributed the most to your learning how to teach?
        i. How often did you use their support?
        ii. Who initiated the help and in what opportunities?
        iii. What do you recall learning from them?
        iv. How did you learn that (observing, asking, discussing, etc.)?
    e. Were there things that hindered or disturbed your learning process? If yes, specify please.

f. Have you learned from your (mentor\ colleagues\ students\ parents\ school counselor\ homeroom teachers\ coordinators)? (In relating to each one of the resources, we asked to elaborate on the following)

    i. How often did you use their support?

    ii. Who initiated the help and in what opportunities?

    iii. What do you recall learning from them?

    iv. How did you learn that (observing, asking, discussing, etc.)?

3. Closure questions:

    a. What do you think needs improvement or fostering for novices to be able to learn to do their job appropriately?

    b. If you could give advice a novice teacher, what would you suggest?

    c. Who would you recommend turning to for learning?

Appendix III

Semi-structured interview guide (experienced teachers) (English)

1. Background questions:

1. How many years have you worked at the school?
2. How would you characterize the school environment and the students who study in it - as belonging to a high, medium or low socio-economic class?
3. What is your role in school?
4. What was your role and your relationship with the teacher in the internship year?
5. Do you think the teacher worked in a class where the students above / below / represent the average in terms of learning abilities and behavior?

2. Warm-up questions:

6. Do you think the teacher continued to learn about teaching during the internship year?
7. Can you give examples of things that you think the teacher learned about teaching and about "being a teacher" in the internship year?
8. In what ways did the teacher's learning about pedagogy and field of knowledge occur? Can you give examples?
9. In what ways did the teacher's learning about classroom and discipline management occur in the internship year?
10. How and from whom did the teacher learn about school procedures and dealing with fellow teachers and functionaries?
11. Who do you think were the people who contributed the most to teacher's learning during the internship year?

a. How much and how often do you think X went out to get help from you or others?
b. Who approached whom, and on what occasions?
c. What to the best of your memory did X learn from each one?
d. How did X learn this from her / them? (For example, watching a lesson? Looking at an array? Conversation? Etc.)

12. How would you characterize the way the teacher tended to learn about teaching and school in the internship year?

Mention each of the options and if the position holder responds to them - ask follow-up questions - give me an example, how much is a characteristic, etc.

- Asks and addresses you
- Initiates and addresses colleagues with questions
- Wants to watch peer classes
- Goes to advanced training and implements ideas from the content
- Invites to watch question classes
- Shows and shares learning materials / lesson plans to get feedback
- Contact a counselor for information and to learn about treatments
- Learns herself / and through textbooks and the Internet
- Learns from working with colleagues on preparing lessons or tests
- Addresses people outside the school (teachers, counselors, lecturers)

- Learns from students
- Waiting to be told how to proceed
- Listens in staff meetings and in the teachers' room but does not initiate questions
- Learns procedures from mistakes and events that happen
- Trying to manage on your own and keep a low profile
- Reveals mistakes and difficulties in order to learn from them

13. Were there things or people that interfered with teacher's learning process at school? If yes, what?
14. What do you think was missing, requiring improvement or reinforcement in the teacher's learning process in the internship year?

Appendix IV

Codes taken from the first cycle of coding

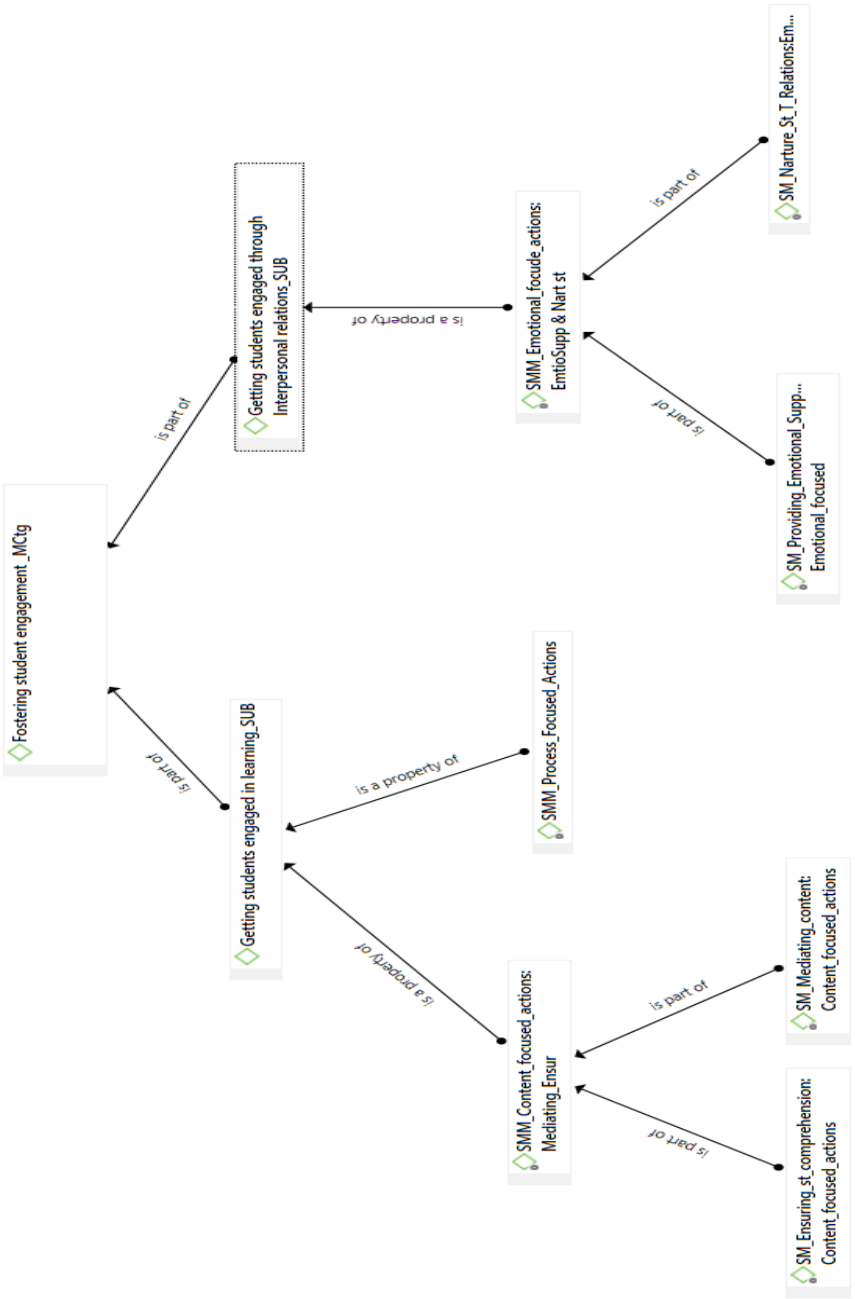
1. The importance of being proactive
2. Being able to connect to students
3. Difficulties in reaching students differently
4. Need to attract students
5. describing what helped: emotional support
6. describing what helped: cooperative and supportive school culture
7. Previous experience
8. perceptions and dispositions regarding schooling
9. novices' added value
10. Recognizing connection between novice learning and students

Codes taken from the second cycle of coding

1. Novices want to and can influence students
2. Positive school climate and leadership
3. What is appreciated and highly valued in school
4. The importance of emotional support
5. The importance of being proactive
6. Novices dealing with student diversity

Appendix V

An example of data classification



למידתם של מורים מתחילים וקליטתם במקום העבודה: המקרה של מורים מתחילים בני העדה הדרוזית בישראל

היאם נסראלדין

תקציר

מחקר זה בוחן את למידתם של מורים מתחילים במקום העבודה בשלב הכניסה להוראה. נתמקד במיוחד בהשפעתם של גורמים אישיים וקונטקסטואליים ובקשר בינם לבין למידת מורים חדשים, קליטתם וביצועיהם.

האתגרים הקשורים בשחיקה ובמחסור במורים הם סוגייה מדאיגה ונפוצה ברחבי העולם (Birch et al., 2018; Craig, 2017; Sutcher et al., 2016). העבודה המחקרית האינטנסיבית שנעשתה עד כה התמקדה במה שמורים בראשית דרכם זקוקים ללמוד ובמה שמקדם את למידתם כדי להפוך למורים, בתקווה שמאמצים מסוג זה יבטיחו את שמירתם במערכת (Feiman-Nemser, 2003; Nasser-Abu Alhija & Fresko, 2010; Paula & Grīnfelde, 2018). מרבית המחקרים על מורים חדשים עסקו בחשיפת הקשיים בממדים השונים, בייחוד במהלך שנת ההוראה הראשונה (Arviv-Elyashiv & Zimmerman, 2013; Caspersen, 2014; Ferris, 2016; Maskit, 2013). אולם, השנים המאוחרות יותר של שלבי הקליטה זכו לתשומת לב מועטה יותר. כדי לגשר על פער זה המחקר הנוכחי התמקד בלמידתם של מורים מתחילים במהלך 2-5 שנות קליטתם בהוראה.

המפגש עם תרבות בית-הספר, יחסי הגומלין המתקיימים בו, תנאי העבודה ועם האקלים הבית-ספרי משפיע על תהליכי החיברות והלמידה של מורים חדשים במקום העבודה, בעוד שהמורים משפיעים חזרה על בית-הספר (Jurasaite-Harbison & Rex, 2010; Kelchtermans & Ballet, 2002; Nasser-Abu Alhija & Fresko, 2010; Zeichner & Gore, 1990). הפער בין התיאוריה לפרקטיקה, המהווה תמה דומיננטית העולה במחקר על מורים מתחילים, יוצרת צרכי למידה אינטנסיביים (Bakkenes et al., 2010; Ferris, 2016). במהלך שנות ההוראה הראשונות נדרשים מורים מתחילים ללמוד היבטים שונים, בעוד מרבית למידתם מתרחשת במקום העבודה (Feiman-Nemser, 2012; Hammerness et al., 2005). בספרות המחקרית העוסקת בלמידה במקום העבודה מדגישים החוקרים

את תפקיד הפרט מחד גיסא, בייחוד את דרך פרשנותו הסובייקטיבית להקשר (Billett, 2010). מאידך גיסא, מרבית תשומת הלב הופנתה עד כה אל מקום העבודה כאתר למידה ובמיוחד אל התרבות הארגונית ואל ההקשר החברתי-תרבותי של בית הספר (Fuller & Unwin, 2004; Vähäsantanen et al., 2008). למעשה, קיימת הסכמה רחבה בקרב חוקרים בדבר משמעות הצורך להביא בחשבון הן את המערך האישי והן את המערך הקונטקסטואלי במחקר על למידה במקום העבודה. עם זאת, ההקשר המקומי הספציפי שבתוכו פועלים בתי-הספר זכה להתייחסות מועטה. סוגיית ה professional agency הינה היבט נוסף שזכה להתעניינות מרכזית בספרות אודות הלמידה במקום העבודה בכלל ובמקרה של מורים בפרט (Billett, 2014; Eteläpelto et al., 2015; Eteläpelto et al., 2013; Goller, 2017; März & Kelchtermans, 2013; Priestley et al., 2012; Toom et al., 2015). רעיון ה agency מזוהה עם למידתם של מורים וקידום למידה בקרב התלמידים (Toom et al., 2015). עד כה זוהו צורות שונות של agency (Oolbekkink-Marchand et al., 2017; Vähäsantanen et al., 2009), וכמה מהן אף זוהו בשלבים מוקדמים של ההוראה (Cheng & Szeto, 2016; Mesa Villa, 2017; Tricarico et al., 2015). יותר מכל מדגישים החוקרים את משמעות הקשר שבין היחיד לבין ההקשר של מקום העבודה באפשור, בטיפוח או הגבלת הagency (Eteläpelto et al., 2015; Oolbekkink-Marchand et al., 2017; Priestley, 2011). בעוד שמרבית תשומת הלב הופנתה לשאלה כיצד לתמוך במורים מתחילים בצורה הטובה ביותר, שאלת תפקידו של המורה המתחיל כאינדיבידואל בתהליך הלמידה הייתה פחות מרכזית עד כה. מחקר זה מתייחס לעובדה זו על-ידי הבלטת תפקיד הפרט תוך התחשבות בנקודת המבט הארגונית.

בהקשר להוראה, השוואה בין מורים מתחילים לוותיקים גילתה הבדלים שונים ביניהם ממגוון בחינות, כגון השפעת ההקשר שבו הם פועלים (Kyndt et al., 2016) או היכולת לבטא באופן ברור את צורכי למידה אישיים (Caspersen, 2014). הבדל נוסף שזוהה נעוץ בהתאמה בין למידתם של מורים לבין הפרקטיקה (Basturkmen, 2012; Farrell & Bennis, 2013; Kyndt et al., 2016) כך שהתאמה גבוהה יותר בלטה בקרב מורים מנוסים (Farrell & Bennis, 2013; Kyndt et al., 2016). למעשה, הקשר בין למידת מורים חדשים לבין ביצועיהם זכה להתייחסות מועטה יותר, שלרוב הייתה מוגבלת לכדי השפעתה של למידת מורים על הישגי התלמידים. הצורך במורים מקצועיים ואיכותיים חיוני מאוד

להצלחת התלמידים (Darling-Hammond, 2013), דבר ההופך את ההשקעה בלמידתם של מורים להכרחית, בייחוד במקרה של מורים מתחילים. כדי לתמוך בלמידתם של מורים מתחילים, פותחו תוכניות קליטה בהוראה בכל רחבי העולם. השונות הרבה בתוכניות קליטה בהוראה בין בתי-ספר, מחוזות ומדינות גלויה לעין במידה רבה (Kutsyuruba, 2016; Long et al., 2012). קיימים מחקרים המצביעים על השפעה חיובית של תוכניות קליטה בהוראה על תהליכי החיברות והלמידה של מורים מתחילים (Ingersoll & Strong, 2011). עם זאת, עדיין קיימת מחלוקת ביחס לשאלות הנוגעות להתאמתן של תוכניות קליטה בהוראה עבור הקשרים מסוימים ולאופן שבו ההקשר משפיע על יישום מדיניות קליטה בהוראה (Avalos, 2016; Kearney, 2013; Kutsyuruba, 2016; Long et al., 2012) .

על בסיס הרקע המובא לעיל, שאלת העל של המחקר הייתה: כיצד הגורמים האישיים והקונטקסטואליים באים לידי ביטוי בעיצוב למידתם של מורים מתחילים וביצועיהם בשלבי הקליטה בהוראה? כדי לענות על שאלה זו, התמקדנו בבחינת שלושת תתי-השאלות הבאות: מה מאפיין את תהליכי הלמידה, האסטרטגיות והמשאבים של מורים מתחילים? אילו גורמים חברתיים-תרבותיים משפיעים על קליטתם ולמידתם של מורים מתחיים, וכיצד? ומהו הקשר בין תהליך הלמידה של מורים מתחילים לבין הביצועים שלהם?

המחקר הנוכחי נערך במסגרת שלבי הקליטה בהוראה. באופן ספציפי, בחנו מקרים מרובים של מורים מתחילים בני העדה הדרוזית ואת למידתם בשנים הראשונות. בחירתנו בהקשר של העדה הדרוזית הינה רלוונטית (Stake, 2006), שכן היא עונה על הצורך בבחינת תהליכי קליטה בהקשרים שונים (Ingersoll & Strong, 2011; Kyndt et al., 2016)). במענה על הצורך בשונות (Stake, 2006) בחירתנו בהקשר של העדה הדרוזית טמונה בייחודיותה כקהילה אתנית דוברת ערבית בישראל. על-ידי החלת אסטרטגיית דגימה מכוונת, הצלחנו להגיע למנעד רחב של שונות מקרים (Patton, 2015). לשם דגימת שונות מקסימלית, בחרנו מורים מתחילים (גברים ונשים, המלמדים תחומי דעת שונים וברמות לימוד שונות) ובמגוון בתי-ספר (חילוניים /דתיים, בעלי /חסרי משאבים, הישגים גבוהים /נמוכים, בתי-ספר חדשים /ותיקים).

מחקר זה נערך בגישת מחקר איכותנית -פרשנית. על רצף הסוגות השונות של מחקרים איכותניים, אימצנו את שיטת חקר מקרים מרובים, המאפשרת לבחון את האופן שבו התופעה הנחקרת מושפעת

מההקשר שלה (Yin, 2003). בשיטת חקר מקרים מרובים "אינסטרומנטליים" ההתעניינות אינה במקרים עצמם אלא באופן שבו הממצאים עשויים לתרום למדיניות ולשינוי בפרקטיקה (Patton, 2015; Stake, 2006). עשינו שימוש בטריאנגולציה של כלים לאיסוף נתונים (ראיונות ותצפיות) ומקורות (מורים מתחילים וותיקים). סך הכול ראיינו 30 (Creswell, 2003; Kvale, 1996) מורים מתחילים ו-17 עמיתים משמעותיים (שכל אחד מהם עובד באותו בית-ספר שבו עובד המורה המתחיל) כולל מורים חונכים, מנהלים או חברי צוות אחרים. כדי לתעד את ביצועי המורים המתחילים נערכו בכיתות תצפיות בלתי-משתתפות (McDonough & McDonough, 1997; Tzabar Ben-Yehoshua, 1990)). ניתוח הנתונים התמטי-אינדוקטיבי החל בקריאה מעמיקה של הנתונים. לאחר מכן הנתונים קודדו לחלקים בעלי משמעות בשני מחזורי קידוד (Saldana, 2016). הקידודים כונסו לקטגוריות ותמות הקושרות בין יחידות מידע (Charmaz, 1995; Kvale, 1996; Shkedi, 2010)) והמייצגות את השונות בין המשתתפים בתפיסות, רגשות, מחשבות, אמונות וידע (Creswell, 2014; Shkedi, 2010). עשינו שימוש בתוכנה לניתוח איכותני ממוחשבת (ATLAS TI) לשם ארגון, סיווג, קידוד וכתיבת תזכירים אנליטיים (Creswell, 2014, Friese, 2014). בשלב האחרון זוקקו התמות ולבסוף הושוו עם תיאוריות ומושגים קיימים (Miles et al., 2018).

ממצאי המחקר הראו כיצד מורים מתחילים מפגינים פרואקטיביות בניווט תהליך הלמידה, באמצעות עריכת השוואות ובחירה של מה וממי ללמוד, ועל-ידי הפיכת האתגרים למשאבי למידה. המורים המתחילים במחקר זה מזהים את תפקידו המרכזי של הפרט בניהול תהליך הלמידה במקום העבודה, אך גם מכירים בתרומתו של הארגון. תרומה זו תוארה בעיקר במונחים של תמיכה רגשית וקשרים בין-אישיים עם עמיתים המהווים עבורם סוכנים שעליהם ניתן לסמוך אפילו יותר ממורים חונכים. ברמה הארגונית, הממצאים מראים את הקשר בין התפיסות הפנימיות של הארגון אודות מורים מתחילים לבין האופן שבו תפיסות אלה באות לידי ביטוי כלפי חוץ, דהיינו, בתהליכי הקליטה בהוראה, ובמתן מענה לצורכיהם של המורים המתחילים. כאן זיהינו גורמים חיצוניים (שינויים חברתיים בקהילה) ופנימיים (פערי דורות), המשפיעים על בתי-ספר ויוצרים צורך במורים מתחילים כמחוללי שינוי אשר יקדמו את המערכת ולא רק ככאלה הלומדים פרקטיקות בית-ספריות קיימות או משמרים את הקיים. גורמים אלה מספקים למורים המתחילים מידע לגבי מה שחשוב ללמוד, ממי ללמוד וכיצד לפעול. השילוב בין נתוני הראיונות לבין

נתוני התצפיות אפשר הסתכלות על הקשר בין תפיסותיהם הפנימיות של מורים מתחילים בדבר תהליך הלמידה (מה אומרים מורים מתחילים על הלמידה שלהם) לבין תפיסותיהם החיצוניות (מה הם עושים כשהם מלמדים). תפיסות אלו משקפות את הביטוי המכוון החוצה של למידתם מורים מתחילים, במקרה זה כלפי תהליכי הלמידה של התלמידים.

הממצאים חשפו כיצד באופן מפתיע היותם של מורים מתחילים חלק מקהילה שהינה פחות מתועדפת מאפשר הפגנת agency, כלומר, לגלות יוזמה ואחריות אישית, כשהם בקיאים בתרבות של בית-ספרם ובצרכים שקשורים להקשר המקומי הרחב. יתרה מזאת, ההתאמה בין האוריינטציה של מורים מתחילים לבין האוריינטציה של בית-הספר מאפשרת ליחיד להתרחב ולהשפיע על אחרים ולא רק להיות מוגבל בהשפעתו לרמה האישית, כפי שניתן לזהות הן מדיווחם של המורים המתחילים על הלמידה שלהם-עצמם והן מביצועיהם בכיתה. פרשנותם והבנתם של מורים מתחילים לתהליך הלמידה שלהם-עצמם כמתחילים נסובה סביב תפקידם הפרואקטיבי כתנאי מקדים (prerequisite) לניהול אסטרטגיות למידה ומשאבים, בעוד צורות התמיכה של בית-הספר מהוות תנאי מאפשר (facilitating condition) הזוכה להערכה. אלה השתקפו בביצועיהם של המורים המתחילים, המטפחים את מעורבות התלמידים בתהליך הלמידה ומספקים להם תמיכה באמצעות קשרים בין-אישיים. חוויית היותם לומדים ומלמדים בעת ובעונה אחת בתוך ההקשר הבית-ספרי מעצבת את תפיסותיהם של המורים המתחילים כלפי תהליך הלמידה ומעמיקה את הבנתם לגבי צורכי התלמידים ומשפיעה על ביצועיהם בכיתה.

תרומתו התיאורטית העיקרית של המחקר טמונה בהרחבה המוצעת של הדיון בתפקיד ה- agency בלמידה במקום העבודה. אנו מציעים שלושה היבטים שעד כה זכו לפחות התייחסות בספרות, בנוגע ל agency ולתפקידה בלמידה. ההרחבה כוללת הוספה של רמה ארגונית מלבד הרמה הפרטנית, והתחשבות הן בהקשרים פנימיים והן בהקשרים חיצוניים של מקום העבודה. לבסוף, אנו מציעים לשים לב גם לצורות חבויות של agency ולא להתמקד אך ורק בצורות הגלויות לעין. ההשלכות הפרקטיות של מחקר זה עשויות להנחות בעלי עניין המעורבים בפיתוח תוכניות קליטה בהוראה על-ידי חשיפת הקשרים ספציפיים רלוונטיים אשר עשויים להשפיע על יישום מדיניות קליטה בהוראה כמו גם על למידה של מורים מתחילים. יש להעניק תשומת לב נוספת למקומה של agency בקידום למידה של מורים חדשים במקום העבודה, תוך התחשבות בהתאמה באוריינטציות של agency בין מורים מתחילים לבין בתי-ספר.

למידתם של מורים מתחילים וקליטתם במקום העבודה: המקרה של מורים מתחילים בני העדה הדרוזית בישראל

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חיבור לשם קבלת התואר "דוקטור לפילוסופיה"

מונוגרפיה

אוניברסיטת חיפה

הפקולטה לחינוך

החוג למדעי הלמידה וההוראה

פברואר, 2022

למידתם של מורים מתחילים וקליטתם במקום העבודה: המקרה של מורים מתחילים בני העדה הדרוזית בישראל

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