

The Gap between Role Expectations of New Teachers and School Reality

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ABSTRACT

This paper discusses the gap between role expectations of new teachers and the school reality. The research methodology was based on the qualitative-interpretive approach. The participants were 124 new teachers who studied at an Israeli academic college of education. Sixteen focus groups and content analysis were conducted. The findings illustrate a gap between new teachers' role expectations and the school reality. The researchers recommend designing an individual support programme for every new teacher. The programme should be based on mapping the teachers' competences and needs, building their professional development and planning their promotion path. All this should be done prior to their induction as educational practitioners at school.

Keywords: new teachers and induction; difficulties of new teachers; absorption of new teachers; life long learning

INTRODUCTION

In the research literature the world of new teachers is described as a world of struggle and survival. Many teachers are attempting to cope with a new reality which for them is different from the reality they knew during their internship period (Fenwick, 2011; Gilad & Alkalay, 2011). They come to school with dreams and expectations and they have a strong sense of motivation and vocation. However, rather quickly, they experience disappointment and frustration. They lose their sense of vocation and some of them are already burnt-out in their first year of practice (Helmes & Holden, 2003; Malach-Piness, 2011). In order to help them in their induction at school, various support and tutoring programmes are implemented. Nevertheless, the percentage of new teachers who drop out from the education systems in their first years of practice is high, amounting to 30%-40% (Ingresoll & Strong, 2011).

The main issue explored by this paper is the way by which we can reduce the existing gap between role expectations of new teachers and the school reality. This reality induces disappointment, frustration and a wish to leave the education system. Hence, it is highly important to listen to the new teachers' voice and develop a support programme based on the mapping of their capabilities and needs. Moreover, the future map of professional development and promotion should be built for all the teachers prior to their entry to school as educational practitioners.

1. ITERATURE REVIEW

1.1 New teachers and their induction

The professional literature describes the world of new teachers as a world of struggle and survival. Many teachers attempt to deal with a new reality which for them is different than the one they have known during their internship period (Fenwick, 2011; Gilad & Alkalay, 2011). Studies depict new teachers's situation when joining the education system by using images and metaphors such as "wilted flowers", "jumping into cold water" and "trying to survive in the battlefield" (Shimoni, Gonen & Yaakobi, 2006; Thomas & Beauchamp, 2011). New teachers who are coping with these processes must face the reality shock, uncertainty and "walking in the dark". These teachers have to handle unexpected problems and difficult situations (Winstead & Betweens, 2007;

Gilad & Alkalay, 2011). New teachers are preoccupied with survival in the system and are busy trying to master learning materials, teaching plans, acquaintance with school as an educational organisation and concern for being accepted by the staff, pupils and parents. Hence, only after attaining a sense of confidence at school and acknowledging school as an educational organisation they will be free to improve their professional performance (Samuel, 2005; Senge, 2008; Floden & Stanulis, 2009). Moreover, teachers are required to exercise simultaneous judgments and apply multi-dimensional solutions in the course of class occurrences and learning events. Making decisions and coping with various events transpiring in class are not perfect and are sometimes even contradictory. Having to consider alternatives while teaching and facing an emerging event is difficult and at times even misleading, the more so for new teachers (Kennedy, 2006). Another aspect manifested in new teachers's work is teachers' fear of "the class" as a social group which, for them, represents a challenging audience. They are apprehensive of the inability to "control" the pupils and handle possible disciplinary problems. This apprehension can be demonstrated by various ways: displaying a tense facial expression, viewing the class as one and uniform entity, disregarding individuals and their personal needs as well as demanding complete silence in the classroom. Other teachers react to their lack of confidence by exaggerated ambition, demands for academic achievements, education which underscores discipline and multiple talks and scolding, leading to increased reservations of most pupils. Under such circumstances teachers tend to prefer short-term solutions to long-term essential ones. Yet another teacher group can respond differently. They withdraw entirely from the struggle, afraid of facing disciplinary problems and avoid any change and improvement. They "enfold" their weakness in theories and apparently liberal principles attributed to educational philosophers, relating to absolute freedom, constant choice and so on. Some teachers do not dare being uncompromising in class since they fear being unloved by the children. They are afraid of the class' criticism and are constantly on their guard so that the children have nothing to say against them. Their attitude towards the class is apologetic and quite often this attitude confuses and puzzles the pupils and weakens even more teachers' self-confidence (McCourt, 2005; Gilad & Alkalay, 2011; Timor, 2011).

New teachers come to school where the staff is more experienced than themselves. They obviously meet a pre-defined reality into which they have to be integrated. The initial need is to get acquainted with the environment and rules of the system which they join while at the same time they have unique needs stemming from their inexperience. They need encouragement and empathy, feel they belong, be heard and have their questions answered in real time. Moreover, they require reinforcement of their ability to prove themselves without being blocked (Gilad & Alkalay, 2011). Another important aspect is the issue of gender. Most new teachers are starting their career simultaneously with building a family, getting married and having children. These two circles necessitate extensive efforts, investing energy and time in both the teaching/learning processes and setting up a family. Since this concerns mainly new female teachers this fact is more intensified and powerful. New female teachers as young women experience guilt feelings when fulfilling their role in a perfect way both in their career and at home (Pearson, 2002; Gilad, 2014).

Not all new teachers necessarily embody the characteristics mentioned above. They change and emerge in various combinations and at various intensities, according to teachers' unique data and their experience with the system. Thus, induction into teaching is paved with difficulties which lead to abandoning the profession, mainly during the first three to five years of work (Gilad & Alkalay, 2011; Ministry of Education, 2013).

Sabar Ben-Yehoshua (2001) argues that new teachers's stages of adjustment are similar to those of immigrants. new teachers must adjust to organisational norms which are unknown to them

and to break internal codes of the organisation. Hence, shifting from the internship to the actual teaching stage during their first year new teachers undergo complex processes of re-socialisation and de-socialisation, while embracing components of the school organisational culture. Being unaware of the school culture characteristics, regulations and job requirements entail a sense of helplessness, weakening the teachers' self-esteem.

1.2 New teachers' expectations and disappointments

Studies indicate that when joining the education system, new teachers come with a reservoir of dreams and expectations, both from themselves and from the integrating system and mainly from school. They have an idealistic motivation and a sense of mission, perceiving teaching as a vocation and themselves as educators wishing to shape a generation of youngsters and constitute a role model for them. Nevertheless, when starting their work at school, they experience disappointment and frustration. They lose their sense of mission and motivation and some of them experience burnout already in the first year (Malach-Pines, 2011).

Similarly, Helmes & Holden (2003) point out that new teachers join the education system with a sense of vocation, willing to implement the theories they have studied and use the tools and skills acquired during their teacher education. However, in the daily reality this sense of vocation is pushed aside and teachers begin adopting features which are considered positive and desirable from the point of view of the system, emphasising "what should exist" and/or "what should be done". In an attempt to survive they renounce in fact their uniqueness and sometimes their "credo". The science of social psychology refers to this phenomenon as social desirability. In this state of social desirability, people tend to describe themselves by qualities and features which they consider as acceptable to the entire society and act upon them (Helmes & Holden, 2003). The sense of social vocation is not the only element in choosing the profession of teaching. Rather, it is a combination of social vocation and satisfaction of personal needs which is a major basis for choosing this profession. Friedman (2011) maintains that the factor motivating people to choose the profession of teaching is the combination of altruism and narcissism, namely the wish to materialise ambitions of vocation and contribution to society together with self-actualisation. Friedman (2011) relates to "healthy" narcissism: "A narcissistic behaviour is associated with a medium level of the need for control and the need to join others" (p. 6). Consequently, narcissism and altruism according to Friedman are not contradictory but complement each other. Moreover, a study conducted by Batson (1991), underscores that people's need to give to others originates in the wish to accomplish a goal which they have set for themselves. Accomplishing the target makes people feel pleasure and elation, wanting to contribute more and more, particularly since the potential recipient needs assistance and support. It seems then that new teachers, as well as teachers in general, feel a sense of care and empathy for others. They demonstrate an interest in others and grant support and sympathy to those who need their help (Singh & Krishnan, 2008).

1.3 Absorption of new teachers

Many studies have been conducted both in Israel and worldwide and there are various programmes designed to provide an appropriate response to maximum integration of new teachers into the education system. These programmes differ in fact from one country to another. However, there are similarities which illustrate a successful absorption of new teachers and their integration at school at the beginning of their way. Three key partners are crucial for the success of these absorption programmes: policy-makers (funding and commitment to the absorption process), teacher education institutions (obligatory attendance in continuing support programmes) and schools (a facilitating and supporting school culture). Nevertheless, it is important to point out that a successful integration of new teachers is not the responsibility of only the absorbing system. It is

also the responsibility of the new teachers themselves as integrated teaching practitioners (Gilad & Alkalay, 2011).

At the beginning of the 1970s, induction programmes for supporting new teachers at school were implemented in the United States. Such programmes were operated for example in Missouri, Wisconsin and Florida. They illustrated the importance of support, collaboration and attention to the needs of new teachers as well as of building a support team comprising not only colleagues but also head teachers and school management team (Wilkinson, 1997). A study of models and induction into teaching programmes was conducted in New Zealand. It emphasised the need for developing new teachers's competences in order to promote pupils' learning rather than merely providing support relating to survival and response to pressure factors of the new and demanding work by giving advice and assistance (Yusko & Feiman-Nemser, 2008; Feiman-Nemser, 2012). Within the framework of these programmes, head teachers and teacher-tutors should constitute a role model and leverage for change. Furthermore, the school culture should provide guidance and space to new teachers, enabling them to discuss their professional life and helping them to become part of the school organisation (Achinstein & Athanases, 2006). In Japan, new teachers attend a tutoring programmes of senior tutors and teachers. These programmes highlight the importance of cooperation with experienced teachers as well as the significance of allocating time and place for reflection processes (Howe, 2006). Ingersoll & Strong (2011) reviewed 15 empirical studies from the 1980s which underscored the effects of support and absorption programmes on new teachers. Studies of attention to new teachers's voice, conducted through social networks in Britain, indicated the importance of colleague relationships based on trust, mutual understanding and collective responsibility. New teachers pointed out that they were interested in maintaining contacts with esteemed colleagues also outside the school (Fox & Wilson, 2008). Support programmes in the digital era (ICT- Information and Communication Technology) which are based on a variety of technological tools empower the new teachers. New teachers who are connected to forums of social networks do not feel lonely. The networks allow them to conduct a professional and social discourse which promotes their professional development and improves their teaching (Baker-Doyle, 2012). Moreover, this study highlighted that the most important component of new teachers's support sources are their subject colleagues at school as well as the wider teacher community.

In Israel the induction into teaching stage includes the internship year and the subsequent first two years of work (Ministry of Education, 2013). Within the framework of the "New Horizon" educational reform (Ministry of Education, 2009), new teachers benefit from a support programme which is more extensive than in the past, namely 3 years long. The support programme of new teachers focuses on the personal aspect and the systemic aspect. The main focus of the Israeli new teachers support programme is to facilitate and assist, reinforce and empower, responding to the individual and unique needs of every teacher. The support programme consists of two frameworks: a 40-hour yearly peer workshop conducted in higher education institutions and a 20-hour personal tutoring by a colleague at school. The workshop at the academic institution offers new teachers a shared learning based on the experience of others. The fact that the workshop takes place in one of the teacher education colleges is designed to: 1. allow continued training and professional development in a teacher education institution; 2. enable a free discourse in practice outside the workplace; 3. consider the workshop as a place for reflective discourse of professional development rather than merely an in-service training course which focuses on content and Ministry of Education policy. The tutoring at school facilitates observation of new teachers's learning as a process which empowers them to function as independent teachers within the school setup. Moreover, great importance is attributed to the development of assertiveness skills, facing a class and conducting a

promoting educational dialogue. The goal of support at school by tutors is to respond to the personal and professional needs of new teachers, putting an emphasis on paving the way for acknowledging the school as a learning organisation and being integrated into it. The tutors are teachers who have been trained for this position in an academic institution and are chosen by the head teachers. They meet with the new teachers at least twice a month for an hour throughout the entire academic year and are paid for this work. The tutor-new teacher dialogue is based on principles of attention, respect, empathy and patience and it is conducted in a peaceful and facilitating atmosphere (Ministry of Education, 2013).

The researchers Gilad & Alkalay (2011) argue that new teachers need support and counselling in any aspect of their work process: personal, professional and social. They indicate that new teachers are looking for support sources outside the school (e.g. support and advice setup, family and friends) and support sources inside the school (e.g. experienced teachers, teacher lounge and professional staff). The new teachers define role expectations in their interaction with their school colleagues and with the school management team. They expect from their teaching partners - both colleagues and management - acknowledgment, support and appreciation of their stressed practice. Moreover, these teachers anticipate that head teachers will guide and orient them on a daily basis, appreciating and encouraging them. New teachers want and expect the school organisational culture to be clear, supportive and consistent regarding the school "credo", regulations and rules. They also expect school to be a facilitating work environment. Furthermore, the new teachers emphasise that they anticipate benefiting from true collaboration on the part of their colleagues, management and parents in the pupils' educational process. New teachers look for backup and tools which will help them to be integrated into school and be a significant part of the educational institution's life.

The reviewed studies provide empirical findings to the argument that support and assistance have a positive impact on new teachers. The theory underlying the integration processes highlights the fact that teaching is a complex profession; teacher education usually does not provide all the knowledge and competences required for succeeding; and some of these skills can be acquired only while working. Moreover, from the theoretical aspect the absorption stage is distinct from the education stage and professional development stage and is perceived as a "bridge" between them. One of the principal and important objectives of this stage is new teachers's professional development as a process of life long learning throughout their career. (Gilad & Alkalay, 2011; Shimoni, & Avidav-Unger, 2013).

1.4 Life Long Learning

Teachers' life long learning does not focus only on the professional side but also on their multi-facet personality – personal, social, civil and professional. Good teachers are those who learn throughout their life, not merely as teachers but also as educated and thinking people, active members in the community and society. Life long teachers see to it that their pupils also become learners for life. Teachers' professional development is a continuous and prolonged process. Teacher education process and induction into the teaching profession are part of teachers' professional development and career. Teacher education and first year of work cannot be viewed as dissociated from teachers' career but rather as one whole unit (Knowles, 1989; Gilad, 2014). Teachers' professional development is the outcome of learning processes based on the experience of each and every teacher in a given context and on continuing reflection (Guskey, 2002). These learning processes are designed to acquire full and coherent knowledge, acquire insights, clarify attitudes, learn a variety of activities which teachers need for their daily practice. Consequently, teachers' professional development is mainly grounded in in-service learning. All teachers are connected to their personality and previous life experience, representing a special set of pedagogical

beliefs and practical conduct in teaching. In this context, professional development is considered as personal development intertwined with social and cultural interrelations between individuals and their surroundings.

1.5 Objectives of new teachers's professional development within the framework of "New Horizon" reform

The "New Horizon" outline (Ministry of Education, 2009) designed by the Ministry of Education describes a policy of educational practitioners' professional development. One of the foci of this outline is professional development of new teachers, highlighting the following goals: (a) consolidating professional identity for exhausting personal and professional commitment to achievements;(b) improving educational practitioners' capabilities to provide an effective response to pupils, parents and job partners; (c) accomplishing the goals and targets defined in compliance with the new teachers's personal needs and those of the system. In the first year following the internship new teachers start a process of learning as part of their professional development. Throughout this year they are required to attend an annual 60-hour workshop, 40 hours in an academic institution and 20 hours at school accompanied by a tutor. The main objective of the workshop is to empower and reinforce them at the beginning of their professional way of teaching. The subjects studied at the college workshop are: getting acquainted with the school culture, dialogue as an educational tool, class management, coping with disciplinary problems and conflict settlements. Lecturers at the workshop are part of the teaching staff at the college, all specialists in their field. The tutoring programme at school focuses on providing individual assistance as well as cognitive, emotional and social support, while creating conditions and atmosphere of wellbeing for their integration at school as new teachers. The individual tutoring programme aims to prevent them from experiencing frustration and burnout and motivate them to remain in the education system. After completing the workshop (60 hours), new teachers are granted half a promotion rank, manifested by an addition of 3.75% to their wages (Ministry of Education, 2013).

Research question

What is the gap between new teachers' job expectations and the reality at school?

2. METHODOLOGY

2.1 Research Method

This study was conducted according to the qualitative-interpretive approach referred to as case study. Using the qualitative-interpretive approach facilitates understanding, description and interpretation of whatever is going on in the field. In addition, it includes the covert aspects from the viewpoint of the participants themselves. One of the key advantages of this kind of research resides in its ability to offer insights on phenomena in the actual contexts and situations in which they transpire. The case study approach is inductive since it presents the data out of the situation, independently of assumptions, enabling expression of situations from different points of view (Shkedi, 2005).

2.2 Research population

The research population comprised 124 new teachers who attended six workshops for

new teachers, organised in an academic college of education in Israel. Attendance of these workshops is obligatory for all new teachers after completing their year of internship. The scope of these workshops is 60 hours and they are given at the college (40 hours) and at school (20 hours) within the framework of the programme of the internship section of the Ministry of Education. Attending the workshop constitutes part of the studies designed to award promotion ranks for teachers in the "New Horizon" reform.

2.3 Research tool

The research tool is a focus group (Liamputtong, 2011). The questions in the focus groups related to new teachers's job expectations from the integrating system, namely school. Moreover, the questions referred to the reality these teachers encounter when coming to teach as educational practitioners; to what extent the integrating system complies with the expectations and in which areas teachers are willing to act and contribute from themselves and from their time to their work as educational practitioners. Sixteen focus groups were organised, each with 6-8 new teachers, lasting between two and three hours. In each focus group teachers had to answer the questions asked alternately by the two researchers of this study. One researcher conducted the discussion in the group and the other documented it and vice versa.

2.4 Data procession

The data obtained from the focus group discussions were content analysed as is customary in qualitative research (Shkedi, 2005). Answers to the open-ended questions of the discourse were content analysed at two levels: normative content analysis for distinguishing salient trends and qualitative-interpretive content analysis for revealing essences, perceptions and comprehension of various insights. The analysis was triangulated by the two researchers. At the first stage, the researchers chose initial categories and topics which were recurrent during the categorisation process in order to re-organise them and attribute meanings to the data. The researchers gave together a name which reflected the category. At the second stage, each researcher analysed the data by herself, separately, according to the categories defined by both researchers. At the third stage, the researchers compared their independent analyses. This left only those categories about which the researchers' consensus was higher than 70%. Moreover, at this point the researchers focused the categories and the data segments attributed to them by means of coherent interpretation around key categories. The key categories tie together all the relevant categories in order to present the insights into the investigated phenomenon.

3. RESULTS

The findings indicate a gap between new teachers's job expectations and the reality of school as the integrating system. On the one hand, new teachers are willing to "think big", work beyond regular working hours and contribute their expertise and talent for promoting pupils and various activities at school. On the other hand, new teachers believe that school does not identify nor uses them as a significant human capital in their absorption processes.

3.1 New teachers "think big"

Most new teachers (93%) are prepared to contribute their skills, competences and expertise for the good of the pupils and school. Many teachers pointed out that they have specialised in several areas and topics: 85% of the new teachers are experienced in the field

of entrepreneurship and they are willing to lead educational initiatives in their teaching discipline as well as in general topics; 70% have specialised in teaching and learning processes in a computerised environment and in the setting up of innovative learning environments; and 40% have experience in organising and producing ceremonies, activities designed to consolidate the staff and educational events.

From the aspect of educational initiatives, an elementary school science teacher contacted the school management regarding the setting up of an 'animal compound' in the schoolyard: *"I was ready to lead the project for all age groups but the response was negative... after a while I got despaired and abandoned the subject"*.

From the aspect of building computerised learning environments, one of the teachers told: *"All the knowledge that teachers need, can be found in tens of sites on the Internet. I am prepared to build a unique digital library which will be available and accessible to teachers in all areas of knowledge, including social activities and life skills... I addressed the head teacher several times, asking her to refer me to people in the Ministry of Education for the purpose of executing the project... Every time I received no answer and my dream has remained unfulfilled"*.

3.2 New teachers are willing to work beyond formal working hours

When new teachers come to school, they are highly-motivated to succeed and to be integrated at school. 95% of the teachers who participated in this study emphasised their wish and ability to contribute to the school educational being and to the promotion of pedagogical and organisational processes beyond formal working hours.. In a discourse with the new teachers, their body language (e.g. shining eyes, enthusiastic and fluent speech and extensive use of hands) transmitted their real feelings, namely their wish to learn, contribute, volunteer and promote issues and processes at school.

One teacher described her love for the teaching profession: *"I have patience, vigour, love and energies and I am always available to pupils and parents. However, the head teacher does not always appreciate it, making me feel disappointed and frustrated"*.

Another teacher added: *"I am ready to work without looking at my watch... I stay at school after the required hours and I accept it with great love, expecting a good word. This has always gone unnoticed and the school considers it as obvious"*.

3.3 New teachers want to become acquainted with the head teacher and the school organisational culture

Most new teachers admit they are not familiar with the school organisational culture. They do not understand the organisational structure, authorities of the school officials, the school hierarchy and politics, etc. However, the most meaningful finding emerging from the data is the new teachers's relationship with the head teacher. Most of them (96%) indicated that their discourse with the head teacher and other school officials was ambivalent. On the one hand, some head teachers absorb the new teachers professionally and empathically, responding to their needs and difficulties. On the other hand, others expect new teachers to conduct themselves as experienced teachers at school, assuming they would overcome the difficulties by themselves. New teachers attested that when they were learning and being quickly integrated into the school organisational culture, they managed to navigate themselves in the right courses. They were supported by the tutoring teachers and the school management and thus experienced success. Conversely, there were

new teachers who failed to learn and understand the school organisational culture and had no one at school to support and navigate them in the numerous and complex paths at school. As a result they encountered difficulties in their work and were more frustrated.

One teacher described the head teacher's positive and encouraging attitude towards her: *"Since my first day at school, the head teacher told me she wanted to be there for me at any time... she encourages and nurtures me and the other new teachers. She is interested in me, saying that she deems it important that I will be integrated at school and will stay there in the following years"*.

Unlike her, another teacher claimed that she did not receive any explanation about school as an organisation: *"I expected that at the beginning of the year someone would explain the organisational structure, the rules and procedures and so on. Unfortunately, this did not happen and every time I found myself falling into a new hole"*.

3.4 New teachers aspire to develop professionally

According to the research findings, 84% of the new teachers understand that following their teacher education programme they are starting a process of long learning throughout their entire professional life. Nevertheless, they mentioned that they did not understand the future horizon of in-service training courses and their significance to their professional development. New teachers do indeed consider in-service training courses as an opportunity for personal and professional development. Yet, these dreams and ambitions are not in line with the outline of the Ministry of Education courses and with the school requirements. The new teachers indicated a great burden entailed by attending the in-service training courses. Moreover, they related to the fact that the system obliges them to attend courses according to the school needs rather than their individual needs.

One finding indicates new teachers's preference and wish to study more towards advanced degrees and less in the school in-service training courses. About 40% of the participants see themselves learning for an M.A. in one of the higher education institutions in their district of residence during the coming five years.

One of the teachers told: *"I registered to M.A. studies at the university and when I asked the head teacher to reduce my teaching hours, she refused. She claimed that it is more important for me to attend the school in-service training courses and that I have enough time to study for an M.A. later. Without thinking much and mainly because I was a new teacher I accepted what she said and cancelled my registration"*.

Some of the new teachers complained about the too many hours of learning during the in-service training courses as well as about the fact that the topics of these courses did not comply with their individual needs. For example, teachers attending the in-service training course entitled 'Teaching in a computerised environment – innovative pedagogy' argued that the level of the course was low. As one attending teacher said: *"When I came to the course, I had high expectations for understanding the essence of innovative pedagogy and how to implement it in class through the computer and the Internet... Regretfully, they taught me how to use the word software and other computer skills... They did not teach what they had promised"*.

4. DISCUSSION

The education system puts at the disposal of new teachers support frameworks at school and at academic institutions. They are designed to accompany new teachers during their induction into the teaching stage and see to it that they remain at school as teachers. In spite of the support and integration framework available to the new teachers, the gap between their job expectation and the school reality leads to frustration and dissatisfaction with the educational-pedagogical practice. Hence, new teaching practitioners continue abandoning the profession. It is important to point out that the new teachers are aware of the advantages and the benefits of the workshop and support. However, they maintain that as teaching practitioners in their first year they experience more failures and less successes and this leads to their sense of frustration. Moreover, they are aware that the meaningful parameter for their success as teachers is the teaching experience which they will acquire with time. This experience will enable them to become influential and satisfied teachers.

New teachers come to the education system with expectations and dreams of being good and high quality teachers, ready to invest their time beyond the call of duty. They want to contribute and promote the pupils. However, rather rapidly they encounter educational and social difficulties. Studies (Bartlett & Johnson, 2010; Gilad & Alkalay, 2011; Malach-Piness, 2011) showed that at the beginning new teachers feel high motivation and a sense of vocation but after a short time they face obstacles. Most of the time they are preoccupied with various problems and issues of survival in the system. This is the starting point of new teachers's sense of burnout which leads them to be assimilated among experienced teachers. Hence, they "lose" their ideals and sense of mission as new teachers (Friedman, 2011).

New teachers dedicate their time and energy to fostering innovative teaching processes. Some of them would like to implement new teaching methods which use computers and the Internet. However, they claim they cannot plan Internet-based lessons because they cannot be sure the computers and the Internet will function. Consequently, they come to class with teaching alternatives which they have planned for many hours at home and, in fact, they revert to the traditional teaching method.

New teachers aspire to promote educational initiatives at school. However, due to their and the head teachers' overloaded daily work which requires finding immediate and prompt solutions, new teachers's ideas and initiatives are rejected again and again. As a result of the school management's lack of response to the initiatives and ideas of the new teachers, the latter are discouraged. These researchers indicate that teachers' support has a positive impact also from the organisational viewpoint. Support from this aspect could assist new teachers to actualise from theory into practice their visions and ideas for educational initiatives and projects.

One of the components of new teachers's success at school is acquaintance with the school organisational structure as well as understanding its processes, functions and plans (Friedman, 2011). New teachers fail in fact to comprehend school as an educational organisation. Yet, immediately upon their induction, they are expected to know and understand its organisational culture. They are ready to familiarise themselves with school as an educational organisation but reality illustrates that they do not receive all the details and explanations about the processes and powers applied at school. Hence, they feel they are lost in the school space regarding their communication with the pupils, teachers and mainly the parents. Samuel & Senge (2008)

underscore the importance of studying school as an organisation, claiming that such learning might save much time and navigate their conduct as new teachers to the right channels efficiently and effectively.

New teachers understand the importance of professional development as an essential layer of their work in the education system. Studies of this issue (Masuda, Ebersole & Barrett, 2013) corroborate that good teachers engage in life long learning not only as teachers but also as educated people and active members of the community and society. Nevertheless, new teachers do not see nor comprehend the overall picture of the structure and component of professional development. They believe that it is incumbent on the education system to clarify the future horizon of their in-service training courses map for the purpose of professional development and promotion. Moreover, many new teachers consider that professional development programmes are a difficulty and burden rather than a leverage for growth (Gilad & Alkalay, 2011).

New teachers indicate that the system does not perceive them as new teachers with unique needs characteristics of the induction phase and does not endeavour to use their strength and capabilities. New teachers lose their motivation, abandon their dreams, realise that there is no room for their uniqueness and differentiation and are drawn into bureaucratic processes which oblige them to align themselves with the other teachers (Gilad & Alkalay, 2011). These gaps make new teachers experience burnout based on feelings of frustration, overload, disappointment, failure and helplessness. Shattering new teachers's dreams and expectations entails a growing process of concern and loss of personal-self-identity which might induce teachers to leave the education system.

5. CONCLUSIONS AND RECOMMENDATIONS

The recommendations for a wellbeing-oriented absorption of new teachers in the education system underscore head teachers' place and role as a most meaningful figure in the absorption processes. It is recommended that head teachers conduct an empowering dialogue with every novice teacher at their school for the purpose of learning and mapping their competences and needs.

Based on the research findings, it is recommended that policy-makers and head teachers build a systematic and structured layout which will help mapping the expectations and educational perception of new teachers. Thus, these teachers will feel they belong to school and are significant for it.

At the same time, the needs of the new teachers should be mapped and the existing support systems improved. Moreover, the location of these support systems should be considered, namely at school, at the academia or elsewhere.

It is important and essential for new teachers that head teachers show them the future horizon of their professional development, promotion ranks and functions at school. Knowing these components of professional development and personal promotion will facilitate the best and most empowering teaching processes.

Moreover, it is recommended that head teachers thoroughly get acquainted with the new teachers, allocating time and place for tutoring them during the year in addition to the tutoring teachers. Head teachers should exert efforts to prevent new teachers from leaving the education system, turning them from surviving teachers to proactive teachers. Fostering and assisting new teachers will promote the school as a holistic system.

It is essential to improve tutoring processes at school. The issue of integrating new teachers should be placed on the pedagogical agenda of school. Hence, a systematic and professional support

setup should be established with the participation of head teachers, tutors and new teachers. Moreover, schools should send teachers to attend teacher-tutors education courses. This education process can enhance the functioning of teacher-tutors and thus enhance also the new teachers and prevent them from leaving the education system.

Integrating and nurturing new teachers is a significant layer in the school organisational culture. All those engaged in the integration of new teachers aspire to eliminate the latter's difficulties and failures, stopping them from leaving the teaching profession while emphasising preventive rather than therapeutic coping.

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