

שאלתה: דילמות של מורים מתחילים

beginning teachers educational dilemmas professional :מילות מפתח:
dilemmas

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מספר פריט: 12830
מיון: 10.156.1
סוג: מאמר
כותר: סוגיות ודילמות שבדרך
מחבר: פריצקר, דרורה
עורך: פריצקר, דרורה
מו"ל: מכון מופ"ת
סידרה: תמה
שנה: 2018
בתוך: להתנסות ולהרגיש : למידה עצמית משתפת באקדמיה
עמודים: 203-225
מקום: תל-אביב
מילות מפתח: דילמות; למידה עצמית; חינוך; הוראה;

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מספר פריט: 12868
מיון: P90
סוג: מאמר
כותר: דילמות חברתיות ומוסריות בעבודתם של היועצים החינוכיים בבתי ספר על-יסודיים לתלמידים עם לקויות למידה
מחבר: בשארה, סאאיד
עורך: פישרמן, שרגא
מו"ל: שאנן
שנה: 2017
בתוך: היעוץ החינוכי
כרך: 20
עמודים: 84-111
מילות מפתח: דילמות; יחסים חברתיים; ליקויי למידה; ייעוץ חינוכי; התמודדות;

תקציר:

במחקר זה נבחנו הבדלים בדרכי התמודדות של יועצים חינוכיים עם דילמות חברתיות ומוסריות בבתי ספר על-יסודיים לתלמידים עם לקויות למידה. דילמות חברתיות ומוסריות הן שאלות שמעורבים בהן ערכים ועקרונות המתנגשים זה בזה. כדי ליישם ערכים אלה, אדם יהיה מוכן לוותר על עקרונות או מטרות חשובות אחרות. במחקר נערכה השוואה בין יועצים חינוכיים בעלי עמדות פתוחות ליועצים חינוכיים בעלי עמדות שמרניות באשר לתפיסותיהם את דרכי ההתמודדות עם דילמות חברתיות ומוסריות. עמדה פתוחה היא עמדה שמעמידה את חינוכו של התלמיד במרכז, ועל בית הספר והמורים להתאים את עצמם למאפייני

התלמיד ולצרכיו באמצעות שינויים והתאמות בתכנית הלימודים, שיטות הוראה או אמצעי עזר מתאימים. לעומת זאת עמדה שמרנית היא גישה סגורה שלפיה תפקידם של היועץ, המורים ובית הספר הוא לקבוע את המשך התפתחותו של התלמיד קביעה ממוסדת. במחקר עלו שתי שאלות: 1. מהן דרכי ההתמודדות עם דילמות חברתיות ומוסריות בקרב יועצים ויועצות חינוכיים המאמצים עמדות פדגוגיות פתוחות?; 2. מהן דרכי ההתמודדות עם דילמות חברתיות ומוסריות בקרב יועצים ויועצות חינוכיים המאמצים עמדות פדגוגיות שמרניות? המשתתפים במחקר היו חמישה עשר יועצים ויועצות חינוכיים המועסקים בבתי ספר על-יסודיים לתלמידים עם לקויות למידה. היועצים התבקשו לתאר דילמה שנתקלו בה במהלך עבודתם. הממצאים הראו שהיועצים החינוכיים נחלקו לשתי קבוצות מבחינת טיפול בדילמות, כאשר כמה מהם נקטו בגישה הפתוחה, ואחרים נקטו בגישה השמרנית. בשל כך מומלץ בעת טיפול בדילמות חברתיות ומוסריות לאתר מוקדי קושי בעבודת היועץ החינוכי ומתוך כך לתכנן דרכי פתרון או התמודדות יעילים יותר בסיטואציות המערבות דילמות מסוג זה.

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מספר פריט: 12283
מיון: P106
סוג: מאמר
כותר: דילמות אתיות בהוראה: מודל להתמודדות באמצעות הכנה מנטלית
מחבר: ורדיגר, דבורה /גולדנברג, ג'ודי
מו"ל: מכון מופ"ת
שנה: 2016
בתוך: ביטאון מכון מופ"ת
כרך: 59
עמודים: 40-46
מילות מפתח: אתיקה מקצועית; הוראה; דילמות; קבלת החלטות;
טקסט מלא: 

תקציר:

מטרת מאמר זה היא להציע שימוש בתהליך ההכנה המנטלית לא רק למצבי לחץ רגשי ונפשי, אלא לקראת גיבוש "חוט שדרה" אתי כחלק חיוני ומרכזי בגיבוש הזהות המקצועית. המורה ובמיוחד הסטאז'ר מתמודדים לעתים קרובות עם דילמות אתיות המחייבות קבלת החלטות המושפעת מגורמים רבים מודעים ולא מודעים, ולכך יש השפעה על עיצוב עולמו של התלמיד, על הכיתה ועל המרחב הבית-ספרי.

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מספר פריט: 10801
מיון: P106
סוג: מאמר
כותר: הדגשת החשיבות של החינוך לגיל הרך בתחילת המאה ה-21:
הזדמנויות, סיכונים ודילמות
מחבר: טל, קלודי
שנה: 2012
בתוך: ביטאון מכון מופ"ת
כרך: 47

עמודים: 25-31

מילות מפתח: חינוך; גיל רך; דילמות; מאה 21; הזדמנויות בחינוך;

טקסט מלא: 

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TI: Understanding dilemmas faced by VET teachers and their implications for international students, teachers and VET institutions.

AU: Nakar, Sonal

SO: International Journal of Training Research; Apr2016, Vol. 14 Issue 1, p49-61

Abstract:

This paper focuses on the voices and experiences of teachers, who are key stakeholders in the sustainability and future growth of vocational education and training (VET). It presents implications arising from qualitative research on the dilemmas that VET teachers face in teaching international students. In-depth interviewing with 15 VET teachers from several Australian public and private VET institutions identified that teachers experience various inter-related professional, educational and personal dilemmas. These dilemmas result from ethical tensions that teachers experience in their interactions with international students, teaching colleagues and their employing institutions, and highlight significant implications for teachers, students, VET institutions and the government at a time of rapid economic, political, cultural and educational change. They contribute evidence for ongoing review and development of student enrolment and teacher employment in 20 the culturally-diverse VET sector, and thus, further goals of educational equity and quality learning experiences and outcomes.

6.

TI: Teachers' dilemmatic decision-making: reconciling coexisting policies of increased student retention and performance.

AU: Jonasson, Charlotte; Mäkitalo, Åsa; Nielsen, Klaus

SO: Teachers & Teaching; Oct2015, Vol. 21 Issue 7, p831-842

Abstract:

In recent years, many countries within the Organisation for Economic Co-operation and Development have formulated educational policies aimed at providing better education to more students. However, this may be perceived as constituting dilemmatic spaces, where teachers must make efforts to reconcile coexisting political demands in their everyday work. The purpose of this article is to provide insight into how teachers handle coexisting educational policies of increased student retention and performance. Empirical findings from a one-year field study at a Danish vocational school explore how teachers' decision-making as response to coexisting demands of increased student retention and performance involves the development of various pedagogical approaches to the students: an active 'caring' approach, a passive 'wait until this class is over' approach, an active 'vocational gate-keeping' approach, and a passive 'wait and see whether they drop out' approach. Based on the findings, it is argued that the various pedagogical approaches are developed through social negotiations with leaders, students, and other teachers. Moreover, these pedagogical approaches lead to the development of further negotiated, dilemmatic decisions to be made. Thus, a dynamic approach to teachers' dilemmatic decision-making is proposed

7.

TI: The challenges of beginning teachers in urban primary schools.

AU: Gaikhorst, Lisa; Beishuizen, Jos; Roosenboom, Bart

SO: European Journal of Teacher Education; Jan2017, Vol. 40 Issue 1, p46-61,

Abstract:

This study provides insight in the variety of urban-related challenges that beginning teachers experience in urban schools. Literature on urban teaching focuses on teaching children from low socio-economic status (SES) and/or culturally diverse backgrounds. In many European cities, however, schools are populated by both children from relatively high and from low-SES backgrounds. This study examined the problems and challenges of beginning teachers in Dutch urban primary schools. Teachers were interviewed at schools with different student populations. Results showed that, although many of the challenges that beginning teachers experienced concern the same themes, their actual manifestation differed related to schools' student populations. For instance, the problem of 'parental contact' referred to both the extreme involvement and demands of highly educated wealthy parents at some schools and the diverse backgrounds of parents at other schools. Results of the study can be used to develop adequate preparation and support for beginning urban teachers

8.

TI: **Measuring general and specific stress causes and stress responses among beginning secondary school teachers in the Netherlands.**

AU: Harmsen, Ruth; Helms-Lorenz, Michelle; Maulana, Ridwan; van Veen, Klaas

SO: International Journal of Research & Method in Education; Feb2019, Vol. 42 Issue 1, p91-108

Abstract:

The main aim of this study was to adjust the Questionnaire on the Experience and Evaluation of Work (QEEW) in order to measure stress causes and stress responses of beginning secondary school teachers in the Netherlands. First, the suitability of the original QEEW stress scales for use in the beginning teachers (BTs) context was investigated using a sample of 356 beginning teachers from 52 different secondary school locations in the Netherlands. Confirmatory Factor Analyses, Principal Component Analyses and Mokken scaling item reduction was applied to create high concise and precise scales. Hereafter, based on the teacher stress literature, additional teacher specific stress items were added, resulting in the adjusted version of the measure, the Questionnaire on the Experience and Evaluation of Work - Beginning Teachers (QEEW-BT, study 1). To cross-validate the results and to examine the internal consistency and validity of the adjusted instrument a different sample of 143 beginning teachers from 61 different secondary school locations in the Netherlands was used (study 2). The present findings provide adequate support that the QEEW-BT is a reliable and valid instrument to measure stress causes and responses for beginning secondary school teachers in the Netherlands.

9.

TI: The workplace experiences of beginning teachers in three countries: a message for initial teacher education from the field

AU: du Plessis, Anna Elizabeth; Sunde, Eva

SO: Journal of Education for Teaching; Apr2017, Vol. 43 Issue 2, p132-150

Abstract:

Previous research indicates that beginning teachers are not fully prepared for what awaits them in the workforce. This study highlights the value of partnerships among higher education providers, schools

and employers and links the experiences of beginning teachers to initial teacher education (ITE). Real-life experiences from the field provide information regarding beginning teachers' complex teaching positions that is beneficial to prospective teachers and teacher educators. This transnational qualitative study, completed in Norway, South Africa and Australia, adopted a Vygotskian social constructivist theoretical stance. Gadamer's hermeneutic philosophy was applied to offer an in-depth understanding of the effects of classroom experiences on beginning teachers' professional identities and feelings of 'belonging' and 'at homeness' in their positions. The results of this study highlight the school leaders' perceptions of how well graduate teachers are prepared to meet the demands of the workforce. The study concludes by demonstrating the value of linking beginning teachers' experiences to interventions and the development of ITE programmes. This study's evidence-based findings support its recommendations for policy-makers and its reflections on the link between ITE and employment

10.

TI: **Preparing beginning teachers for inclusion: designing and assessing supplementary fieldwork experiences.**

AU: Hopkins, Sarah Lisa; Round, Penny Norma; Barley, Karen Dawn

SO: Teachers & Teaching; Nov2018, Vol. 24 Issue 8, p915-930

Abstract:

Inclusive education requires restructuring educational provision so that mainstream schools are able to provide for the needs of all students in their communities. To help realise this goal, initial teacher education programmes need to better prepare new graduates for teaching students with complex special education needs, including students with intellectual disability. Concerns about the capacity of current school-based placements to prepare new teachers for inclusive classrooms

have led some teacher education institutions to develop supplementary fieldwork experiences. The current study involved an investigation into such an experience and looked at the benefits to pre-service teachers (PSTs) of tutoring a young adult with intellectual disability. The findings indicate that PSTs learned effective strategies for differentiating a programme of work and, in their first year of study, were developing a teacher identity. The importance of aligning experiences with coursework units is highlighted and the need for valid assessments of how well initial teacher education programmes are preparing beginning teachers for inclusion, and what these assessments may look like, is discussed

11.

TI: **Beginning teachers and inclusive education: frustrations, dilemmas and growth.**

AU: McKay, Loraine;

SO: International Journal of Inclusive Education; Apr2016, Vol. 20 Issue 4, p383-396

Abstract:

Scholars report desirable outcomes for all participants in classrooms where diverse learners are welcomed members. Data suggest teachers leave the profession early because of the demands of their work made increasingly difficult by the diverse range of students, lack of assistance to support the diverse range of student needs and the resulting burnout. This paper presents qualitative data from six beginning teachers, juxtaposed with the author's personal narrative, to illustrate the ongoing problems beginning teachers face, contending with political, historical and cultural barriers when teaching students with diverse learning needs. Despite policy advances and mandated courses in inclusive education in initial teacher education, beginning

teachers are overwhelmed by the magnitude of teaching diverse learners in contemporary classrooms. Of note in the data are the preservice teachers' fluid conceptions of inclusive education. The polarity of success and failure of inclusive education is re-envisioned through Deleuze and Guattari's [(1987). A Thousand Plateaus: Capitalism and Schizophrenia. Trans Brian Massumi. Minneapolis, MN: University of Minnesota Press.] rhizome. The data illustrate the challenges and messiness of learning to become an inclusive educator. It is important to listen to the experiences of beginning teachers given the value of supportive classroom environments for students with diverse needs and the impact creating these environments has on beginning teachers' longevity in the profession

12.

TI: Novice Teachers' Concerns, Early Professional Experiences and Development: Implications for Theory and Practice.

AU: Zhukova, Olena

SO: Discourse & Communication for Sustainable Education; Jun2018, Vol. 9 Issue 1, p100-114

Abstract:

Quality teaching, being a key factor in shaping students' academic and personal growth, has been at the centre of scientific debate for many years. Sustainable professional development of novice teachers has recently been recognized worldwide as one of the key areas for improving the quality of teaching and learning in schools. Given that the initial years on the job are generally characterised by novice teachers as the most challenging and intense in their career, the following questions typically arise: What can be done to sustain and facilitate teaching at the early developmental stages in teachers' career? What are the contextual factors and the prerequisites leading

to the quality of teaching and learning? The article presents the findings from a two-year longitudinal qualitative study aimed to contribute to the research base for understanding this crucial stage. More specifically, the purpose of this study was to provide deeper understanding and insights into key factors influencing and shaping novice teachers' early professional development and learning, as well as their capacities to effectively adapt to their new roles and operate in complex and dynamically changing open-ended school environment. The research is framed as a cross-case analysis of 4 cases of novice teachers working in public secondary schools. The data were collected through multiple sources (i.e. semi-structured in-depth interviews, questionnaire, and focus groups) over a two-year period spanning the participants' first and second full-time teaching years. Substantial differences in experiences and beliefs among the novice teachers, with varying levels of job satisfaction and professional support received, were identified in the study. The authors have also identified numerous patterns of novice teachers' teaching practice closely associated with teachers' concerns and early professional experience interpretations, which might result in substantial fluctuation in teaching quality and teachers' career paths. Implications for teacher education programs, mentoring, supervision, teachers' professional development, and future research are discussed.

12.

TI: Logics and ambivalence -- professional dilemmas during implementation of an inclusive education practice.

AU: Ineland, Jens

SO: Education Inquiry (Co-Action Publishing); Mar2015, Vol. 6 Issue 1, p53-71

Abstract:

Although inclusion has been a value set forth in international policy arenas and a focus for school development research indicate the problems in establishing more inclusive practices. Although teachers may favor an inclusive model of education, they may experience difficulties in the implementation of inclusive practices. The aim of this article is to describe and analyze the professional experiences of a policy-driven, top-down-initiated inclusive practice in a municipally in northern Sweden. The empirical data is based on qualitative interviews with four teachers, two from special school and two from compulsory school. The result show a professional ambivalence in relation to introduction and information, cooperation and views on inclusion. The results are analyzed from an institutional viewpoint and point out that two institutional logics are apparent in the study. On the one hand an educational logic, which is formal/ideological and contains norms and values connected to ideological ideals such as normality, equality, and inclusion. On the other hand, a social logic, which was, not informal, but vague and pragmatic where differentiation and disability were key aspects. Consequently, important inter-professional aspects during an implementation process, such as information, cooperation, and views of inclusion, were characterized by ambivalence. To conclude, the article add to the discussion of challenges--administrative, organizational, practical--in implementing new discursive practices within inclusive education as norms and values, routines, and rituals are not easily changed, regardless of political rhetoric.

13.

TI: **Using ethical mapping for exploring two professional dilemmas in initial teacher education.**

AU: McDonough, Sharon

SO: Reflective Practice; Feb2015, Vol. 16 Issue 1, p142-153

Abstract:

Professional experience placements are recognised as a critical element in initial teacher education programs, however, supervising and mentoring pre-service teachers is challenging work as those involved in the process face professional dilemmas as they attempt to address the needs of various stakeholders. In this paper I draw from data collected in a self-study of mentoring and explore how critical reflection may provide a deeper understanding of these dilemmas. Through adapting and applying an ethical mapping framework as a cue for reflection, I examine the possibilities this approach offers in coming to an understanding of effective and ethical practice during professional experience placements. This paper focuses on two professional dilemmas to explore the way the cue can be used to critically reflect on mentoring and outlines the process I took in engaging in this reflection. I argue that ethical mapping offers university mentors and those working in initial teacher education with a structured approach for critical reflection to understand practice, and to articulate their pedagogy

14.

TI: Ethical aspects of professional dilemmas in the first year of teaching.

AU: Ulvik, Marit; Smith, Kari; Helleve, Ingrid

SO: Professional Development in Education; Apr2017, Vol. 43 Issue 2, p236-252,

Abstract:

Education is described as a moral enterprise and many of the professional dilemmas teachers encounter have an ethical aspect. Research on ethical situations that novice teachers experience, however, seems to be limited, and we know little about how teacher education can prepare student-teachers for dealing with ethical issues.

In this article a narrative approach is used to examine what kind of dilemmas with ethical aspects new teachers in upper secondary school in Norway may experience. The findings suggest that their dilemmas are related to the induction phase in teaching, and that the students are unprepared for dealing with these dilemmas. Based on what we learned from the new teachers, we suggest various implications for teacher education about how to prepare future teachers for handling the variety of professional dilemmas including ethical aspects they are likely to meet

15.

TI: **Growing from dilemmas: developing a professional identity through collaborative reflections on relational dilemmas.**

AU: Binyamin, Galy

SO: Advances in Health Sciences Education; Mar2018, Vol. 23 Issue 1, p43-60,

Abstract:

Health educators nurture future generations of professionals by helping them to navigate the complex transition from students to therapists. The purpose of this study was to illustrate how a pedagogical method of collaborative reflection (involving reflective writing, sharing, and discussion) on relational dilemmas with role partners can develop occupational therapists' professional identity. The course, in which this method was applied, implemented the supervision and peer learning frameworks as related to student's fieldwork experiences, and is based on the perception of growing from conflicts and exploration. The study is based on analyzing qualitative data of 392 dilemma cases and 196 texts of personal reflection on classroom work of undergraduate students in occupational therapy. A thematic analysis of the case studies revealed six overarching relational dilemmas that novice

therapists are often called upon to deal with when working with patients, patients' families and colleagues from other health professions. Analyzing the personal texts of reflection highlighted the effectiveness of collaborative reflection in bridging the gap between theory and practice, and in helping students develop their professional identity. The method can be adapted to curricula for students and therapists in other health professions, in undergraduate courses, and in group supervision programs

16.

TI: **Negotiating professional identities in higher education: dilemmas and priorities of academic staff.**

AU: Calvert, Mike; Lewis, Thérèse; Spindler, John.

SO: Research in Education; Nov2011, Vol. 86 Issue 1, p25-38,

Abstract:

This article reports a case study of how staff in a new university in England are making choices about their use of time. Weekly time logs, small discussion groups and individual interviews reveal that the principle of 'service' is embedded in the professional identities of staff. The paper explores how this perspective is reinforced by notions of 'professionalism' that are encouraged within the community of practice. It indicates how keeping the narrative of service going can result in self-denial, with implications for reflection and scholarly activity. The paper concludes by posing questions about how staff can take care of their professional selves, as their work intensifies and resources fail to keep up with increasing government expectations of Higher Education

17.

TI: **Dilemmas of Inter-Professional Collaboration: Can they be Resolved?**

AU: Rose, Jo

SO: Children & Society; Mar2011, Vol. 25 Issue 2, p151-163,

Abstract:

Members of eight inter-professional teams working in different areas of children's services discussed their thoughts on three types of inter-professional dilemmas. Participants described resolutions to dilemmas in terms of the construction and pursuit of joint goals. However, emergent themes included identity, power, territory and expertise. These arise from professionals' everyday roles and activities and can directly influence construction and pursuit of joint goals. Successful collaboration, therefore, may entail some degree of professional self-sacrifice in these areas.

18

TI: **Dilemmas in doing insider research in professional education.**

AU: Humphrey, Caroline

SO: Qualitative Social Work. Sep2013, Vol. 12 Issue 5, p572-586

Abstract:

This article explores the dilemmas I encountered when researching social work education in England as an insider researcher who was simultaneously employed as an educator in the host institution. This was an ethnographic project deploying multiple methods and generating rich case study material which informed the student textbook *Becoming a Social Worker* (Humphrey, 2011). But a series of dilemmas materialized over the four-year period of the project. First, ethical dilemmas emerged around informed consent and confidentiality when conducting surveys of students and reading their portfolios. Second, professional dilemmas stemmed from the ways in which my roles as a researcher, academic tutor, social worker and former practice educator converged and collided. Third, political dilemmas

pertained to the potential for the project to crystallize and convey conflicts among stakeholders in the university and community. Since the majority of research in social work education is conducted by insiders, we have a vital interest in making sense of such complexity.

19

TI: Professional role expectations and related feelings when solving pedagogical dilemmas: a comparison of pre- and in-service teachers.

AU: Toompalu, Aivi; Leijen, Äli; Kullasepp, Katrin

SO: Teacher Development; Apr2017, Vol. 21 Issue 2, p307-323

Abstract:

This study investigated teachers' professional identity development. Using Dialogical Self Theory and a socio-cultural semiotic mediational perspective, we focused on pre- and in-service teachers' communication of professional role expectations and related feelings when solving pedagogical dilemmas to reveal aspects of their professional identity construction. Data were collected from 102 pre- and 90 in-service teachers by asking them to solve seven pedagogical dilemmas. We report: (1) how pre- and in-service teachers solved pedagogical dilemmas in terms of communicating professional role expectations and related feelings; (2) how pre- and in-service teachers differed in the feelings they reported and the solutions they gave when solving pedagogical dilemmas; and (3) how the communication of professional role expectations and feelings was related to pre- and in-service teachers' work experience. Finally, we discuss the implications of our study for initial and continuing teacher education programmes.