

**שאלתה: תחושת של שייכות ומחויבות של מורים במערכת החינוך  
מילות מפתח: belonging, professional commitment**

1.

**TI: 'In your face' democracy: education for belonging and its challenges in Israel.**

AU: Agbaria, Ayman K; Mustafa, Muhanad; Jabareen, Yousef T

SO: British Educational Research Journal. Feb2015, Vol. 41 Issue 1, p143-175

Abstract:

This article will juxtapose the goals and implications of two pedagogical programmes that promote education for belonging in Israel. Representing the official knowledge of the Ministry of Education, the first is the '100 Concepts in Heritage, Zionism and Democracy' curriculum. The second, which embodies the counter knowledge produced and disseminated by Arab civil society organizations, is entitled 'Identity and Belonging: The Basic Concepts Project for Arab Pupils'. The article grapples with the attempts of Israel to impose a state-standardized version of education for belonging, as well as the active resistance to this by Arab civil society in Israel which provides an alternative one. The article argues that the concepts included in the curriculum posed by Arab civil society, albeit controversial and challenging to the very definition of Israel as both a Jewish nation state and a democracy, should be considered an act of citizenship, rather than a sign of radicalization and separatism. Indeed, the alternative curriculum constitutes a political and ethical act of 'in your face' democracy, which is deeply confrontational and interruptive. The paper is organized into three sections. The first explicates the politics of recognition as a theoretical framework for this study. The second unit presents both curricula and compares and contrasts the two. The third and final section offers concluding thoughts regarding the interplay of

the rival Palestinian and Israeli historiographies in the struggle over canonizing and standardizing a collective narrative through the Israeli education system.

2.

**TI: Changing experiences of being, becoming, and belonging: teachers' professional identity revisited.**

AU: Skott, Jeppe

SO: ZDM; Jun2019, Vol. 51 Issue 3, p469-480

Abstract:

Teacher identity has become important in mathematics education research, but mainly in relation to programmes for teacher education (TE) and professional development (PD). Less attention has been paid to understanding the role and development of identities in the majority of cases in which teachers are not involved in long-term TE or PD. This paper presents a study that seeks to develop such understandings. The study defines teacher identities as their shifting experiences of being, becoming and belonging related to the profession. It is a longitudinal case study of a novice teacher, Anna, and it asks how Anna's identities change over the first 4 years of her career at her school, Northgate. To address the question I use a framework called Patterns of Participation (PoP) in combination with a range of methods, including interviews with Anna, her closest colleagues and the leadership at her school, and observations of Anna's classrooms and of team meetings. I argue that this combination invites new understandings of identity development, because it does not prioritise teacher engagement in one particular practice (e.g., as promoted by PD), but allows interpretations of how Anna's engagement with a multitude of different practices play a role for her professional experiences. The results suggest that in general

terms, Anna's identity changes from being 'a mathematics teacher at Northgate' to becoming 'a mathematics teacher at Northgate'

3.

**TI: Teachers' feeling of belonging, exhaustion, and job satisfaction: the role of school goal structure and value consonance.**

AU: Skaalvik, EinarM; Skaalvik, Sidsel

SO: Anxiety, Stress & Coping. Jul2011, Vol. 24 Issue 4, p369-385

Abstract:

In their daily teaching and classroom management, teachers inevitably communicate and represent values. The purpose of this study was to explore relations between teachers' perception of school level values represented by the goal structure of the school and value consonance (the degree to which they felt that they shared the prevailing norms and values at the school), teachers' feeling of belonging, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. The participants were 231 Norwegian teachers in elementary school and middle school. Data were analyzed by means of structural equation modeling (SEM). Teachers' perception of mastery goal structure was strongly and positively related to value consonance and negatively related to emotional exhaustion, whereas performance goal structure, in the SEM model, was not significantly related to these constructs. Furthermore, value consonance was positively related to teachers' feeling of belonging and job satisfaction, whereas emotional exhaustion was negatively associated with job satisfaction. Job satisfaction was the strongest predictor of motivation to leave the teaching profession. A practical implication of the study is that educational goals and values should be explicitly discussed and clarified, both by education authorities and at the school level

4.

**TI: Israeli teachers make sense of global citizenship education in a divided society- religion, marginalisation and economic globalisation.**

AU: Goren, Heela; Maxwell, Claire; Yemini, Miri

SO: Comparative Education. May2019, Vol. 55 Issue 2, p243-263

Abstract:

Global citizenship education (GCE) has recently been promoted by national education systems and supranational organisations as a means for facilitating social cohesion and peace education. We examined the perceptions of GCE held by teachers from the three main education sectors in Israel: secular-Jewish, religious-Jewish, and Palestinian Arab, and found stark differences in the way teachers from each sector interpreted the term. For marginalised groups (Palestinian Arab), GCE is seen as offering a way of securing a sense of belonging to a global society. For already well-resourced social groups (Jewish secular), GCE is viewed as a way of promoting global futures. Meanwhile, for the Jewish religious minority in Israel, GCE is seen as a threat to national identity and religious values. Our findings cast doubt on the unifying potential of GCE, and we conclude by calling upon scholars and policymakers to examine unique obstacles facing GCE in their various contexts

5.

**TI: What Schools Need to Know About Fostering School Belonging: a Meta-analysis.**

AU: Allen, Kelly; Kern, Margaret L; Vella-Brodrick, Dianne

SO: Educational Psychology Review. Mar2018, Vol. 30 Issue 1, p1-34

Abstract:

Belonging is an essential aspect of psychological functioning. Schools offer unique opportunities to improve belonging for school-aged children. Research on school belonging, however, has been fragmented and diluted by inconsistency in the use of terminology. To resolve some of these inconsistencies, the current study uses meta-analysis of individual and social level factors that influence school belonging. These findings aim to provide guidance on the factors schools should emphasise to best support students. First, a systematic review identified 10 themes that influence school belonging at the student level during adolescence in educational settings (academic motivation, emotional stability, personal characteristics, parent support, peer support, teacher support, gender, race and ethnicity, extracurricular activities and environmental/school safety). Second, the average association between each of these themes and school belonging was meta-analytically examined across 51 studies ( $N = 67,378$ ). Teacher support and positive personal characteristics were the strongest predictors of school belonging. Results varied by geographic location, with effects generally stronger in rural than in urban locations. The findings may be useful in improving perceptions of school belonging for secondary students through the design of policy, pedagogy and teacher training, by encouraging school leaders and educators to build qualities within the students and change school systems and processes

6.

**TI: A pedagogy of belonging: troubling encounters with ethnic and religious difference.**

AU: Edgeworth, Kathryn; Santoro, Ninetta

SO: Cambridge Journal of Education. Dec2015, Vol. 45 Issue 4, p415-426

Abstract:

Understanding the construction of belonging, and how unbelonging might be troubled, is critical work. For schools in many parts of the world one of the many challenges of globalisation is the task of teaching with, and for, ethnic and cultural diversity. This paper examines the exclusionary practices of teaching that construct ethnic and religious minority students in states of unbelonging. These practices are due, in part, to teachers' failure to really know their students. Alongside this argument, discourses of belonging in rural schools that speak to possibilities for everyday place-sharing for ethnic and religious minority students are examined. Simple and common moments of mutual recognition and understanding speak to the possibilities for belonging that are opened up in everyday relations of knowing. The implications of these ideas for teachers and teacher education in what is framed as a 'pedagogy of belonging' are considered

7.

TI: **Expatriate ELT teachers in Korea: participation and sense of belonging**

AU: Yim, Su Yon; Hwang, Kumju

SO: ELT Journal: English Language Teaching Journal. Jan2019, Vol. 73 Issue 1, p72-81

Abstract:

This study investigated the participation and sense of belonging in the local English teaching community amongst expatriate native English-speaking teachers (NESTs). Participation theory was adopted as a theoretical framework. Several types of data were collected, including individual interviews with 10 NESTs, online open responses with 289 NESTs, and a focus group interview with 5 non-native English-speaking

teachers (NNESTs). Analysis of these data suggests that NESTs' participation and sense of belonging in the local English-teaching community depend heavily on (a) the extent of interaction with NNESTs, and (b) NESTs' professional relationships with NNESTs. Support systems for NESTs and mediators between NESTs and NNESTs are needed so that NESTs experience legitimate peripheral participation and feel a sense of belonging

8.

**TI: Sense of Belonging at School: Defining Attributes, Determinants, and Sustaining Strategies**

AU: St-Amand, Jerome; Girard, Stéphanie; Smith, Jonathan

SO: IAFOR Journal of Education, v5 n2 p105-119 Sum 2017

Building and sustaining students' sense of belonging at school has been proposed by teachers and researchers as a means of stimulating students' intent or desire to learn and of reducing student attrition. This article will present the results of an inquiry into the literature on belonging to support the perspective that is it necessary, not only to foster a strong sense of belonging, but also to place much greater emphasis on school belonging in educational programs, practices, and research. The aims of the paper are: (a) to review the theoretical literature on school belonging with an emphasis on its defining attributes and main determinants, (b) to review the measurement instruments of school belonging, and (c) to identify various strategies that may enhance school belonging. In light of the defining attributes identified, the authors propose six general recommendations for educational stakeholders wishing to build and sustain students' sense of belonging at school.

9.

**TI: Academic Hardiness: Mediator between Sense of Belonging to School and Academic Achievement?**

AU: Abdollahi, Abbas; Noltemeyer, Amity

SO: Journal of Educational Research, v111 n3 p345-351 2018

The purpose of this study was to (a) test the relationships between sense of belonging to school, academic hardiness, and academic achievement and (b) examine the mediating role of academic hardiness (including commitment, control, and challenge) on the association between sense of belonging to school and academic achievement. Five hundred and twenty 15-21-year-old high school students (245 young women and 275 young men) from eight high schools in Tehran, Iran, participated in the study by completing a series of validated questionnaires. Partial least squares structural equation modeling provided evidence that commitment, control, challenge, and sense of belonging to school were positively associated with academic achievement. Commitment, control, and challenge partially mediated the relationship between sense of belonging to school and academic achievement. These findings enhance existing literature by revealing how sense of belonging to school may contribute to academic achievement.

10.

**TI: When Belonging Becomes Belonging: A Bourdieuan Theorisation**

AU: Agbenyega, Joseph S.

SO: International Journal of Whole Schooling, v13 n1 spec iss p5-16  
Jan 2017

In this article, I offer an ontological theorization of belonging. The article interrogates the quality of belonging from a Bourdieuan



perspective by critiquing exclusion generated from psychological or biological discourses; I aim to question the way that "belonging" is applied in a technical or an emotional sense within the field of inclusive education. The article works towards offering a new theorization that does not treat the meaning of belonging as deterministic. The paper argues that if belonging is a way of addressing concern for ourselves as human beings, then deepening the theoretical understanding of this concept will add to how we practice the complexity of inclusive education based on the Whole Schooling perspective. By articulating Bourdieu's framing of belonging, it is possible to enable inclusive professionals and families to view conceptions of belonging outside the familiar derivatives applied in everyday discourse. In addition, quality belonging provides the framework for how human relations can be strengthened for inclusive schooling and inclusive society.

11.

**TI: Putting Complexity to Work to Think Differently about Transformative Pedagogies in Teacher Education.**

AU: Ovens, Alan

SO: Issues in Teacher Education; Fall2017, Vol. 26 Issue 3, p38-51

Abstract:

The article employs a bricolage methodological approach and complexity theory to think differently about engagement with a transformative pedagogy in a teacher education course, allowing neophyte teachers to examine what educational, moral, and political commitments help guide their work as professional teachers. Topics discussed include the role of educational theory in shaping instructional practices, and the views of French philosopher Jacques Rancière on pedagogic subjectivation

12.

TI: **Professional development of kindergarten teachers in Croatia - a personal choice or an obligation.**

AU: Visković, Ivana; Višnjić Jevtić, Adrijana

SO: Early Years: Journal of International Research & Development; Sep2018, Vol. 38 Issue 3, p286-297

Abstract:

The quality of educational processes with children of preschool age and long-term educational outcomes are largely related to the work quality of teachers. Lifelong learning and professional development, as predictors of quality, need to be regarded as an ongoing task for kindergarten teachers. Findings of an empirical study of Croatian kindergarten teachers' views (N = 388) on professional development point to a link between teachers' intrinsic motivation and their professional development. Motivation explains 46.87% of the variance Personal commitment to professional development. A slight positive correlation was found between the level of formal education and the frequency of professional development ( $r = .216, p < .01$ ). Although the level of education of kindergarten teachers is not a good independent predictor, it affects readiness to self-fund professional development ( $p < .01$ ). As for the significance of conferences as a form of professional development, participants of the study identified them as an effective opportunity ( $M = 4.68, SD = .52$ ), promoting both quality practices ( $M = 4.69, SD = .54$ ) and exchange of experiences ( $M = 4.68, SD = .56$ ). The length of participants' professional work experience affects their assessment of the significance of practitioners' networking as a way of improving the quality of everyday practices ( $F = 1.43, p < .05$

13.

**TI: Coaching (and) commitment: linking ongoing professional development, quality teaching and student outcomes.**

AU: Helmer, Janet; Bartlett, Claire; Wolgemuth, Jennifer R

SO: Professional Development in Education; Apr2011, Vol. 37 Issue 2, p197-211

Abstract:

This research conducted in primary schools in Northern Australia evaluated the effectiveness of the web-based program ABRACADABRA (ABRA) as a tool to complement early childhood literacy instruction in an Australian and Indigenous context. A further component of this research was to monitor implementation fidelity. The ABRA training was built around professional development best practices to address the challenges of providing ongoing training in remote areas. Teachers attended a one-day workshop that trained them in the use of ABRA, and continued learning was reinforced by pairing teachers with a literacy coach. Data were gathered through an implementation fidelity measure, researcher field notes, focus groups, teacher logbooks, and the Early Language and Literacy Classroom Observation tool. This paper outlines challenges and successes that the researcher/coaches experienced while supporting teachers

14.

**TI: The Relationship between Psychological Capital and Professional Commitment of Preschool Teachers: The Moderating Role of Working Years**

AU: Lee, Hsing-Ming; Chou, Mei-Ju; Chin, Chia-Hui; Wu, Ho-Tang

SO: Universal Journal of Educational Research, v5 n5 p891-900 2017

The purpose of this research mainly lies in exploration of influence of psychological capital of preschool teachers on professional commitment, and moderation effect of their working years on the

influential relationship between psychological capital and professional commitment. 400 Taiwan preschool teachers took part in this research as the subject to receive measurement of Psychological Capital Questionnaire along with Professional Commitment Scale, and the extracted data underwent analysis of structural equation modeling with use of LISREL software. From the analysis results, it is found that psychological capital of preschool teachers has significantly positive influence on professional commitment, which means that as preschool teachers possess more psychological capital; their professional commitment will get higher correspondingly. In addition, for preschool teachers' working years demonstrates significant moderation effect in the causal correlation of psychological capital to professional commitment, signifying that as working years of preschool teachers increases, influence of their psychological capital on the professional commitment will become better. Finally, based on research findings, we proposed suggestions to preschool teachers, kindergartens, and governmental institutes in how to enhance psychological capital and professional commitment of preschool teachers.

15.

**TI: Perceived Work-Life Balance Ability, Job Satisfaction, and Professional Commitment among Agriculture Teachers**

AU: Sorensen, Tyson J.; McKim, Aaron J.

SO: Journal of Agricultural Education, v55 n4 p116-132 2014

Agriculture teachers participate in various work and life roles, which can create challenges when trying to balance the pressures and responsibilities associated with each role. When one is unable to balance and prioritize between roles, both satisfaction and professional commitment may be reduced. The purpose of this study was to describe Oregon agriculture teachers' job satisfaction, professional

commitment, and perceived ability to balance work and life roles. Additionally, this study sought to describe the relationship between perceived ability to balance work and life roles, job satisfaction, and professional commitment. Sex, marital status, parental status, and career stage had only small to negligible effects on job satisfaction, professional commitment, and work-life balance. Statistically significant positive correlations were found between job satisfaction, professional commitment, and work-life balance. Implications and recommendations are discussed.

16.

TI: **Work-Life Conflict, Professional Commitment, and Job Satisfaction among Academics**

AU: Dorenkamp, Isabelle; Ruhle, Sascha

SO: Journal of Higher Education, v90 n1 p56-84 2019

Based on the job demands-resources model and role conflict theories, we developed and tested hypotheses to elucidate the consequences that work-to-life and life-to-work conflicts have on job satisfaction and how affective, normative, and continuance professional commitment moderate these relationships. Using data collected from German academics, our results confirmed theoretical assumptions that work-to-life conflict and continuance commitment act as stressors that reduce job satisfaction, while affective commitment serves as a resource, as it lowers job satisfaction directly and buffers the negative impact of a work-to-life conflict on job satisfaction. Neither life-to-work conflict nor normative commitment had a direct impact on job satisfaction, but their interaction had a positive effect on job satisfaction. A groupwise analysis of academics with temporary positions and academics with permanent positions revealed that affective commitment was a moderator only in association with work-to-life conflict among

temporarily employed academics and that normative and continuance commitment were moderators in association with the life-to-work conflict among permanently employed academics. We discuss the implications of these results for theory and policy.

17.

**TI: Teachers' Social-Emotional Capacity: Factors Associated with Teachers' Responsiveness and Professional Commitment**

AU: Buettner, Cynthia K.; Jeon, Lieny; Hur, Eunhye; Garcia, Rachel E.

SO: Early Education and Development, v27 n7 p1018-1039 2016

Research Findings: Early care and education has pronounced implications for young children's social-emotional learning. Although program structural and classroom process quality indicators have been widely explored, teachers' personal social-emotional capacity has only recently been recognized as an indicator of quality. This study reviewed and identified indicators of teachers' social-emotional capacity and established a two factor structure of psychological load and coping abilities. We also explored correlational associations between teachers' social-emotional capacity and their professional commitment and responsiveness to children's negative emotions. The sample consisted of 1,129 teachers in center-based child-care programs and public preschools in the US. We found that teachers' psychological load (depression, stress and emotional exhaustion) was associated with teachers' negative reactions to children and teachers' professional commitment after controlling for a wide range of teacher/classroom characteristics. Conversely, teachers' coping abilities (reappraisal emotion regulation and problem-focused coping strategies) were related to their positive reactions to children's negative emotions. Practice or Policy: The findings suggest further studies to identify training and professional development program components

that might address early childhood teachers' psychological difficulties and coping strategies. Child-care programs may also need efforts that support teachers' social-emotional capacity as a way to improve teachers' responsiveness and professional commitment.

18

TI: **Emotional Intelligence and Career Decision-Making Self-Efficacy: Mediating Roles of Goal Commitment and Professional Commitment**

AU: Jiang, Zhou

SO: Journal of Employment Counseling; Alexandria Vol. 53, Iss. 1, (Mar 2016): 30-47

Abstract:

This study is the first to examine the mechanism of the relationship between emotional intelligence (EI) and career decision-making self-efficacy (CDMSE) and the moderating role of gender in relevant mechanisms. Analyses of 185 Chinese university students showed that EI could influence CDMSE through goal commitment (GC) and professional commitment, and male students exhibited a stronger relationship between EI and GC compared with female students. This study introduces a new perspective for career development research by establishing a mediation-based emotion-career framework and provides deeper insights for career counselors to assist clients in career decision processes.

19.

TI: **Professional commitment, organizational commitment, and the intention to leave for professional advancement**

AU: Cho, Vincent; Huang, Xu

SO: Information Technology & People; West Linn Vol. 25, Iss. 1, (2012): 31-54

Purpose - Given the increasing influence and importance of professionals in modern society, this study aims to investigate the influence of organizational commitment and professional commitment on professionals' intention to leave their organizations for professional advancement (ILPA). Design/methodology/approach - A total of 500 members of a large Hong Kong association of computer specialists were drawn randomly from the membership list. E-mails were sent directly to those 500 members through a web-based survey, which is an effective way to collect confidential information and potentially reduced the resistance due to the survey sensitivity. After two follow-ups via e-mail, a total of 265 responses were collected with a response rate of 53 percent. Findings - The study found that organizational affective commitment (OAC) would be more effective for reducing ILPA. For the interactions between different commitment components, there is a substitution effect of professional affective commitment (PAC) and professional continuance component (PCC) toward their impacts on ILPA. Research limitations/implications - The findings would be explained by the self-justification process due to cognitive dissonance on the professional's continuance commitment and his/her affective commitment in an organization. Moreover, there would be a complementary relationship between organizational and professional commitment. Originality/value - This study would answer the question on how to effectively avoid a professional leaving an organization.