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**DEVELOPING NOVICE TEACHERS' PROFESSIONAL IDENTITY
THROUGH MENTORING**

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**Abstract
of the PhD thesis in pedagogy**

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CONCEPTUAL HIGHLIGHTS OF THE STUDY

Theme relevance. Educational experts have defined teaching as the most important component of education. In this context the journal *A Handbook for Policy Makers*, issued by the European Commission, emphasizes that the teacher is the most influential factor determining the quality of education in schools [21]. Policymakers and education specialists underscore the fact that pupils' achievements depend directly on teachers' qualifications and on the teaching methods used, the latter being based on the knowledge, skills and commitment they bring to the professional field [21]. Therefore, the need for qualified teachers who are properly trained is as timely as ever, for schools make great efforts to hire the most talented teachers.

Novice teachers set out with high hopes and motivation in education. They exhibit a sense of mission, love for children and for their profession, and believe in the importance of education. They usually enter the classroom with high expectations from themselves and from pupils, feeling that through their influence they can make a change in society [16], [54]. The higher their expectations and dreams, the greater their disappointments. Novice teachers who had only a few months earlier completed their training are now required to demonstrate impressive results with their students, maintain good work relations and communication with their colleagues, and complaining parents, be under the watchful eye of the principals and inspectors, and fulfil all responsibilities of a regular teacher [16], [39]. As a result, novice teachers deal with various difficulties: difficulties in adapting to the educational system, pedagogic difficulties, difficulties in interacting with students, and difficulties in developing their professional identity. The range of difficulties create a situation of *classroom shock*, characterized by the struggle to survive, and a loss of ideals, leading to frustration, isolation, alienation and loss of self-confidence from the professional point of view [28].

Consequently, *the actuality of our research ensues from*: the need to motivate novice teachers to stay in the system [32]; the responsibility to enhance novice teachers' didactic activity [21]; the deficient valuation of mentoring in developing novice teachers' professional identity; the need to stimulate collaboration between novice teachers and their mentors [34]; the necessity to empower mentors towards novice teachers' efficacy and pupils' achievements.

Description of the situation in the research field. The literature of the field outlines several directions of conceptualizing the notion of initial training that served as a foundation of the present research. The issue of novice teachers' professional identity was addressed by various researchers: theoretical approaches in valuing the concept of induction courses are presented by P. Hudson [32], C.A. Bartell [16], A. Fenwick [27], M. Marable [34], L. Goldrick [30]; mentor's educational role during tenure was reflected in the works of G. Goldenberg [49], A. Shaz-Openheimer [55], S. Fisherman and I. Weiss [46], F. Patrick [39], E. Fairstein [23], [24],[25] etc.

In the Republic of Moldova, the problem of teachers' professional training was approached under different aspects: O. Dandara [7] studied career design, independent learning as a way of forming professional competence; V. Gh. Cojocaru [4]- managers and teacher training quality; N. Silistraru [12]- the impact of pedagogic competencies on teacher training; M. Cojocaru-Borozan [3]- teachers' emotional culture and intelligence, T. Callo [2]-integrality of didactic staff professional development; V. Andrițchi [1] – efficiency of organizational communication; N. Garștea [9]- teachers' professional culture and ethics; Dm. Patrașcu [13] - standards of teachers' continuous training, N. Globu [10]- postmodernist paradigms in initial training etc.

Considering the value of the investigations objectified in the works of the nominated researchers, we mention that the aspects of novice teachers' professional identity development through mentoring, with openings to scientific substantiation of a theoretical and practical character have not been subject to particular studies in Israel and Moldova. Documentation on the development of teachers' professional identity through mentoring revealed *several contradictions* between: *the emotional difficulties experienced by novice teachers and their*

professional obligations; the pedagogical knowledge gained by novice teachers during initial training and their needs on the ground; the experiential support related to the system and novice teachers' needs.

Many countries deal with these contradictions using special induction programs where all of them emphasize mentoring. However, the contradictions listed above, along with the references that are always general rather than specific to the nature of assistance, the strategies the mentor uses, the dynamics formed between the two, the fields in which the mentor assists the novice teacher, and the impact of assistance beyond here and now, lead to the **research problem** that consists in substantiating the conditions and factors of developing novice teachers' professional identity through mentoring, so as to improve their professional competence in line with professional standards.

Research goal consists in establishing the psycho-pedagogic premises of *novice teachers' professional identity development* and in elaborating the *Pedagogic model for developing novice teachers' professional identity through mentoring*.

Research objectives: analyze professional literature; establish epistemological highlights of novice teachers' professional development in terms of systemic, pedagogic and emotional difficulties, reflect the aspects of induction programs for novice teachers, analyze the peculiarities of teachers' professional identity; underline the role of novice teachers' emotional culture in shaping their professional identity; point out the formative dimension of the mentoring process; outline mentor's profile, elaborate and validate the *Pedagogic model for developing novice teachers' professional identity through mentoring*.

The conceptual bases of our investigation are represented by the theories and concepts connected to *teacher professional training* (D. Maskit, K. Scott, T. Callo, V. Gh. Cojocaru, V. Andrițchi, M. Cojocaru- Borozan, O. Dandara, N. Silistraru.etc); *induction in education* (P. Hudson, C.A. Bartell, A. Fenwick, M. Marable, L.Goldrick); *mentoring* (G. Goldenberg G., A.Shaz-Openheimer, S. Fisherman, F. Patrick, E. Fairstein etc); *self-determination theory* (E. Deci, R. Ryan etc.) etc.

Scientific research methodology: scientific documentation, induction, deduction, conceptual analysis, hermeneutical analysis, argumentation, pedagogic experiment modelization, observation, data collection, statistic analysis, systematization, interpretative synthesis, questionnaires etc.

Scientific novelty and originality are objectified by the establishment of teachers' professional identity role in developing their didactic efficacy, by proving the positive correlation between the support provided to novice teachers by mentors at systemic, pedagogic and emotional levels during induction, by establishing the characteristics of mentors' psycho-pedagogic profile, by elaborating the pedagogic model correlating the factors, conditions and methods for developing novice teachers' professional identity through mentoring.

Substantiating the theoretical and applicative functionality of the *Pedagogic model for developing novice teachers' professional identity through mentoring*, aimed at improving professional competence in line with professional standards, so as to ensure education quality in Israeli schools, constitutes the **scientific problem solved** in our research.

The theoretical significance of our research consists in highlighting the scientific arguments as related to the importance of developing teachers' professional identity; in explaining the importance of mentoring for integrating novice teachers in the system of education and for stimulating their professional development, in elaborating the tools for investigating the development of novice teachers' professional identity through mentoring.

The practical value of the work is supported by the establishment of novice teachers' difficulties at their admission in the educational system, the analysis of induction programs aimed at facilitating novice teachers' professional development, elaboration and validation of a set of

pedagogical tools concentrated in the *Pedagogic model for developing novice teachers' professional identity through mentoring*, and by the formulation of practical recommendations.

Theses offered for defense:

1. The development of novice teachers' professional identity involves reconsidering the characteristics of novice teachers in terms of pedagogical, systemic and emotional difficulties, requiring psychological and pedagogical support for their professional development.
2. Mentoring represents the basic factor determining novice teachers' professional identity development, due to its significant impact on the components of professional identity, approached from the perspective of self-determination theory.
3. The elaboration of the *Pedagogic model for developing novice teachers' professional identity through mentoring* involves the analysis of factors and conditions for developing didactic staff professional identity, the definition of mentoring process and mentors' psychopedagogic profile as well as selection of mentoring strategies, methods and forms.
4. The development of novice teachers' professional identity through mentoring ensures the establishment of optimal relationships between novice teachers and experienced ones, thus creating opportunities for continuous development of teachers' competencies, stimulating experience sharing and efficient integration of novice teachers in the educational system.

Approbation and implementation of research results: The didactic materials elaborated during our investigation were implemented in the frame of formative seminars for novice teachers and mentors within Kaye College of Israel, in the educational process carried out in Israeli schools, as well as by means of publications in educational journals and scientific communications.

The researcher participated in four international symposia: *Changing Reality through Education*, VI-th edition, Public Responsibility in education, Constanța, 2014; *Measurement and Assessment in the Service of Learning*, Van Leer Institute, Jerusalem, Israel, 2014; *Актуальные научные исследования в современном мире*, Ukraine, 2015; *Prerogativele învățământului universitar în contextul societății bazate pe cunoaștere*, conferința științifico-metodică, UST, Vol. I, Republic of Moldova, 2014.

Publications: the research results are reflected in 9 scientific articles, including 5 articles in educational journals, and 4 communications exposed at national and international conferences.

Thesis structure: Annotation (Romanian, Russian and English), abbreviations list, introduction, bibliography containing 235 references, 142 pages of basic text, 23 tables, 15 figures, 13 appendices.

Keywords: novice teachers, mentoring, professional identity, strategies of mentoring, motivation, novice teacher's difficulties, novice teacher's support, induction etc.

CONTENT OF THE THESIS

In **Introduction** it is described the relevance and the importance of the research problem, as well as the research purpose, objectives, novelty and research value. It also includes the research theoretical and practical significance, the main investigation results and the summary of thesis compartments.

In **CHAPTER 1, Theoretical approaches on the development of novice teachers' professional identity**, it is made a general reference to the systemic and pedagogic difficulties the novice teachers have to cope with, and the impact they have on them to the extent of profession dropout. In the professional literature researchers divide novice teachers' difficulties into difficulties of adapting to the educational system and pedagogic difficulties [14], [17], [26],

[29]. *Difficulties of adapting to the educational system* focus on the relations of novice teachers with the teaching staff in the school, the school principal and other educational personnel. *Pedagogic difficulties* focus on the lack of practical knowledge and skills in class management [35], [46], [23], [16]. Novice teachers struggle in planning syllabuses and claim that the theoretical background they received in teacher training did not sufficiently prepare them for the daily demands in the classroom and was not built on the basis of real-life experiences. The clash between novice teachers' hope and willingness on the one hand, and reality on the ground on the other hand, force them to fight for survival. Considering the above mentioned difficulties, I. Friedman [47] defined the expectations of teachers entering the system in terms of three aspects: (1) The social aspect – a supportive principal and acceptance of the novice teacher as a leader by pupils; (2) The organizational aspect – clear and supportive organizational culture, collaboration, consistency, etc.; (3) The psychological aspect – self-fulfilment, self-esteem and professional development.

The second part of Chapter 1 deals with induction programs peculiarities. In light of the recognition given to the importance of quality teachers and the grim reality, there were designed novice teacher absorption programs with the intention of helping them and providing them with solutions to the difficulties they have to cope with. These programs start from the idea that holistic support will affect the novice teachers in terms of their professional development, their ability to cope with the difficulties they face and with the gaps they experience during induction (the first 3 years of didactic experience) [21], [30], [16], [49].

The policy of induction in education in the EU countries bases on several interconnected systems: (1) mentoring system; (2) expert inputs; (3) peer support; and (4) self-reflection [21].

In the USA, the Novice Teacher Center (NTC) issued a policy document that reviewed the existing induction programs in each of the states. The Center declared that the common challenge is to dramatically improve the policy of providing a solution to novice teachers' needs. It prepared a recommendation at a national level, including ten principles for a policy geared to maximum absorption of educationists in the educational system [30]: *all teachers shall receive support for the induction stage; all school principals will receive support for induction during the first two years of their work in the profession; induction programs will be designed according to a standard program; selection of mentors will be done according to a strict process; training and professional development of mentors as an ongoing process; allocation of mentors and reduction of load; develop and maintain local induction programs that promote practical application with novice teachers and enhance their effectiveness in the classroom; the state must provide special funding for the support of local programs; completion of the induction program must be required from all novice teachers in order to advance students in the training stage from the status of "teaching cadets" to qualified teachers with a professional teaching license; the quality of the program must be evaluated or supervised throughout the induction stage*

In Israel, the Teacher Training and Professional Development Administration contains three departments [16], [51]: the Teacher Training Department, the Internship and Induction Department, and the Professional Development of Teaching Personnel Department. The Internship and Induction Department instituted the position of mentor, who is a teacher with a teacher's license and experience of at least 4-5 years. His role is to support the novice teacher during the stage of induction into the educational system and to enable him to develop professionally through ongoing weekly meetings. The mentor must have experience in teaching at least one of the novice teacher's subjects and must be a graduate of a mentor's course [22]. As an extension of support processes, tools were developed for evaluating novice teacher's performance and his work. These processes constitute a foundation for the formation of novice teachers' professional work patterns, and for decision-making regarding continued work in the educational system. Novice teachers defined as examples of a successful absorption program not

only good teaching but also involvement in school activities, internal processes of change, acceptance of leadership roles, firm commitment to pupils, and initiation of ways to deal with difficulties. Optimal and significant induction would span the three stages in the teaching profession, so that one stage would stem from the other, enabling the novice teacher to develop along with the development of his professional identity.

The third part of this chapter deals with the definition of the *concept of identity and professional identity*. *Identity* is a complex system of psychological traits that influence behaviour patterns of the individual in different situations and over time [41]. A general review of the literature sheds light on definitions and insights with respect to identity in general and professional identity in particular. Table . presents in brief a list of selected researchers over time and the theories they developed.

Table 1.1. Personality theories

Theory	
S. Freud	An individual's personality integrates three parts: (1) the id, including impulses and unconscious content; (2) the superego, a reserve of social values and norms that have been internalized, and human conscience; and (3) the ego, which mediates between the two [17, p. 143], [48, p.694].
C. Jung	C. Jung regarded the libido as representing general life energy and the source of a variety of mental processes, including thought and emotion. Stemming from this energy are a person's wishes, proclivities and attitudes, and it serves to satisfy existential biological needs for the propagation of humankind, as well as cultural and spiritual activities that a person can engage in once his biological needs have been met.
A. Adler	A. Adler established individual psychology and claimed that humans experience feelings of inferiority and, being social animals, attempt throughout their lives to overcome these feelings and focus on advancing towards perfection, success and superiority [48, p. 699].
J. White	J. White was the first to outline the concept of "competence" as a central motif in man's desire to feel effective in coping with the environment and influencing it. He referred to the motivation underlying competence and emphasized that the need for competence does not stem from deprivation or from an attempt to alleviate feelings of anxiety or fear, but rather from a pull towards positive feelings and a sense of growth that are created by effective action [17, p.165]
E. Deci and R.Ryan	Self-determination theory (SDT) concerns human motivation, personality and optimal functioning. It contends that once a person's physical needs for food, clothing, and shelter are met (addressed through adequate pay in the workplace), money ceases to be a strong motivator and higher-order needs become the driving motivators for employees. SDT has revealed that when these higher order needs are met in the workplace, people achieve more and live richer lives. The three higher-order motivators described by SDT for employees include competence (feeling valued as skilled), relatedness (feeling connected or related to those around them), and autonomy (a degree of self-determination and fulfillment).
E. Erikson	E. Erikson focused on crystallization of a person's identity and claimed that it develops from outcomes and crises that a person experiences during his lifetime.
P. Lecky	P. Lecky defines a person as a continuum of unique concepts arranged in hierarchical fashion around a group of concepts relating to self-consistency. He proposed an individual-related structure that maintains and alters the structure of the concepts. The person shows opposition to environmental, interpersonal or psychological events that are perceived as inconsistent with the concepts of self-consistency.
G. Alport	G. Alport claimed that traits are the basis of personality and the source of an individual's uniqueness [48, p.19]. Alport identified three types of traits: (1) cardinal traits, around which a person organizes his life; (2) central traits, the general characteristics of the person; (3) secondary traits, specific characteristics that help to predict the person's behavior [48, p. 681].

The term "professional identity" has different definitions but they all relate to the questions regarding the way the teacher perceives himself as a teacher, and the way the others perceive

him. According to S. Fisherman and I. Weiss [46], four indicators contribute to the definition of professional identity: (1) confidence in the choice of profession; (2) the sense of competence and self-efficacy; (3) the sense of having a calling; and (4) the status attached to education and teaching. The first two assumptions pertain to contextual aspects and to interpersonal relations that develop in the school system and allow the creation of a sense of belonging. The latter provides an answer to systemic-social difficulties, by allowing identification with figures that are models for emulation, and promotes self-confidence on the part of the novice teacher, so that he could be at peace with his choice of profession, his competence be strengthened and he could feel able to fulfil aspirations that stem from a deep-rooted sense of mission. Moreover, the sense of belonging affects the teacher's motivation to invest efforts, cope with difficulties and continue to develop professionally. The two additional basic assumptions receive an answer in the designed programs: the third basic assumption refers to the dynamic nature of professional identity development, while the fourth deals with the tendency to create coherence based on day-to-day events. The researchers S. Coulter and J. Lester [19] claim that professional identity is a dynamic process and add that it is unique to each teacher, since it derives from his personal life experiences, including his absorption into the job, his encounters and his career development. Generalizing the interpretations of professional identity concept, we underline that professional identity develops slowly, according to the concrete situations the novice teacher copes with and the school context, making it a matter of cross-linking between external demands and the subjective self-perception associated with the position.

In CHAPTER 2, The impact of mentoring on the absorption of novice teachers in the educational system, it is exposed the importance of mentoring, in terms of its role in shaping novice teachers' professional identity, including an outline of mentor's characteristics. Many researchers claim that there is no doubt that the process of mentoring is extremely meaningful for novice teachers [16].

In the Republic of Moldova, the *Regulation regarding the establishment of the mentoring system for didactic staff* was elaborated according to the provisions of the Education Code of Moldova No.152 of 17.07.2014, in force since 23.11.2014 (art. No. 55, 58 și 134); and according to the provisions of *Education-2020* development strategy for 2014-2020, approved through Government decision no. 994 of 14.11.2014. Article 3 of Moldovan Education Code defines *mentoring as a process of guidance, support, education and/or professional development held between a mentor and another person, based on the premises of interactive involvement of both parts, assuming obligations according to the status they hold*[6]. In Article 55, mentoring activities are referred to as part of teachers' duties. These definitions emphasize the fact that in Moldova it is attributed great importance to mentoring and mentor's role.

In Israel, in an official paper on the subject of mentoring published by the Ministry of Education, mentoring is defined as a basic factor in the process of absorbing novice teachers: "Mentoring is the key link in the system of internship in teaching. The mentor is the principal human element assisting the novice teacher in developing his identity from the personal and professional points of view, during his absorption into the educational system" [51, p.5]. A. Shaz-Openheimer, B. Mandel et al.[55] *propose three principles on which the process of mentoring should be based: (1) the personal aspect*, consisting principally of emotional support and assistance provided to the novice teacher in coping with conflicts between personal and professional needs; *(2) the professional aspect*, dealing with assistance provided to the novice teacher in his transition from student to teacher (practical knowledge of strategies, skills, resources, syllabuses, etc.); and *(3) constructive criticism*, allowing the novice teacher to raise questions, inter alia, on education, teaching and social values, as well as on existing gaps and ways to apply the principles of the world he brings with him.

It makes no difference how much novice teachers have been primed for their career in teacher training institutions – teaching by its very nature is unpredictable and there are many times when they will have to cope with difficulties for which they have not been prepared, a fact that could exacerbate their vulnerability. In this vein, researchers recommend selecting worthy mentors who can provide adequate responses to novice teachers' difficulties [30], [32], [52]. To this end, they list a number of mentors' characteristics: (1) They should have professional knowledge, enabling them to help the novice teachers in coping with pedagogical difficulties [40], [55]; (2) They should be skilled in training, including the ability to assist in conveying both generic pedagogic and disciplinary messages in the most appropriate manner, but also in cultivating a novice teacher with a high sense of competence [22], [32]; (3) They should have awareness of the novice teacher's social needs (need to belong), a factor that repeatedly appears in professional identity theories [23], [40], [41], [51]; (4) They should be able to provide emotional support and advice, allowing the novice teacher to "let off steam", thereby helping him to cope with emotional difficulties [40], [42], [55]; (5) They should be approachable and consistent [32], [40], [55], thus preventing a situation in which the mentor perhaps exhibits willingness and ability but does not find the time for joint meetings, a fact that could result in the novice teacher feelings that the mentor lacks commitment and earnestness.

Successful absorption and mentoring programs are measured by their ability to instil in novice teachers professional confidence, a sense of competence to initiate processes, and self-determination, so that personal learning could take place at a professional level, impacting pupils' learning as well [32]. This statement reinforces the recommendation of A. Fox and E. Wilson [29] to listen to novice teachers voices with respect to the things they find or miss in the induction stage. Mentors are expected to serve as mediators between novice teachers and school, enabling the novice teachers to have a sense of belonging and overcome the contradictions created as a result of the gap: (1) between the vision they cultivated for themselves and the reality on the ground; (2) in pedagogic knowledge and (3) the gap between feelings of hope and euphoria on the one hand, and frustration and disappointment on the other. It is important that the mentors understand that novice teachers differ from each other with respect to the experiences they bring with them and their processes of development [26]. Judging by the difficulties the novice teachers face at the beginning of their didactic career, emotional culture is that which suffer most of all. In this context, measures should be taken in order to reduce the number of difficulties and create an environment favouring emotional balance. The researcher, M. Cojocar - Borozan [3] points out some arguments for teachers' emotional culture development: responsibility of emotional self-development in order to favour pupils' emotional development and to improve educational services for a resonant career; the existence and perpetuation of emotional problems that undermine education efficacy; the necessity of knowing the methodology of pupils' emotional development in order to harmonize their IQ (intelligence quality) and EQ (emotional quality). It is therefore important to choose the correct strategy or find the right combination of different strategies, enabling novice teachers to receive maximum support. This is based on the recognition of the components of professional identity and the understanding of their influential power, as well as on the fundamental assumptions relating to professional identity being context-related and dynamic, formed through interpersonal relations and directed towards creating coherence, as suggested by C. Rodgers and K. Scott [41]. These processes will allow the novice teachers to fulfil themselves and their vision, while encouraging perseverance in the profession and preventing dropout [31], [39].

The literature review conducted and the reinforcement received in the research design helped in elaborating a model presenting a new paradigm of developing novice teachers' professional identity, based on factors, descriptors and conditions. The model exposes the interconnections between all parts of the puzzle comprising the act of teaching and the mentoring processes during

the induction stage. The professional literature describes three significant *criteria* with respect to optimal mentoring: *special mentor characteristics, mentoring strategies, and provision of support at the level of the three aspects* representing the difficulties the novice teachers have to cope with. The model served as a basis for organizing the pedagogical experiment, that considered the most significant theories associated to the development of novice teachers' professional identity, the stages of developing novice teachers' professional identity: initial training, induction, absorption in the educational system, as well as the factors determining novice teachers' professional identity development. Professional literature describes mentoring as one of the key elements with a positive impact on the development of novice teachers' professional identity, especially during induction stage. *Mentor's characteristics, mentoring strategies and categories of assistance provided to novice teachers, considering internal and external factors determining each novice teacher professional identity development can contribute to the development of professional identity components.*

According to self determination theory, elaborated by E. Deci and R. Ryan [20], individuals have an inherent need to develop into coherent autonomous individuals. The first assumption of self-determination theory is that people are directed toward growth. Gaining mastery over challenges and taking in new experiences are essential for developing a cohesive sense of self. The theory identifies three key psychological needs that are believed to be both innate and universal: *the needs for competence*- people need to gain mastery of tasks and learn different skills, *relatedness*- people need to experience a sense of belonging and attachment to other people and *autonomy*- people need to know under control their own behaviors and goals. Social environments can, according to this perspective, either facilitate and enable the growth and integration propensities with which the human psyche is endowed, or they can disrupt, forestall, and fragment these processes resulting in behaviors and inner experiences that represent the darker side of humanity" (Deci and Ryan, 2002). Thus, human development/growth must be self determined: reflective, intentional and conscious.

Taking into account the above mentioned theory, the peculiarities of teaching and those of professional identity, we found necessary to valueate in our investigation the next aspects: *Autonomous motivation; Integrative motivation; Competence, Self-actualization, as components of professional identity* that, being adequately explored, could generate multiple effects at both the individual and social levels: reducing dropouts; improving teaching methods and strategies; improving reflection; emphasizing professional status and life-long professional development.

Autonomous motivation is one of the basic components of professional identity, since it is determined by internal factors: personal experience, emotion, perception of the role assumed. Hence the importance attributed to psychological support provided by the mentor to the beginning school teacher. *Integrative motivation* results from satisfying the need of belonging, recognition and respect and need for development. *Self-actualization*, in Maslow's pyramid of needs [36], is reflected as one of the needs that culminates in the formation of successful personalities, as it refers to creativity, self-fulfilment and talent pursuit. For a successful teacher, creativity is the key to professional *competence*, determined, at the same time by competent teaching, including genoseologic, praxiologic, communicational, managerial, investigational and metacognitive skills. Undoubtedly, proper compatibility between novice teacher and mentor will contribute to the novice teacher's optimal absorption, empowering him and helping him to develop his own professional identity. At the same time, it is important to take into account the differences in personality between mentors and the fact that in the final analysis, it is the mentor who moulds and defines his role.

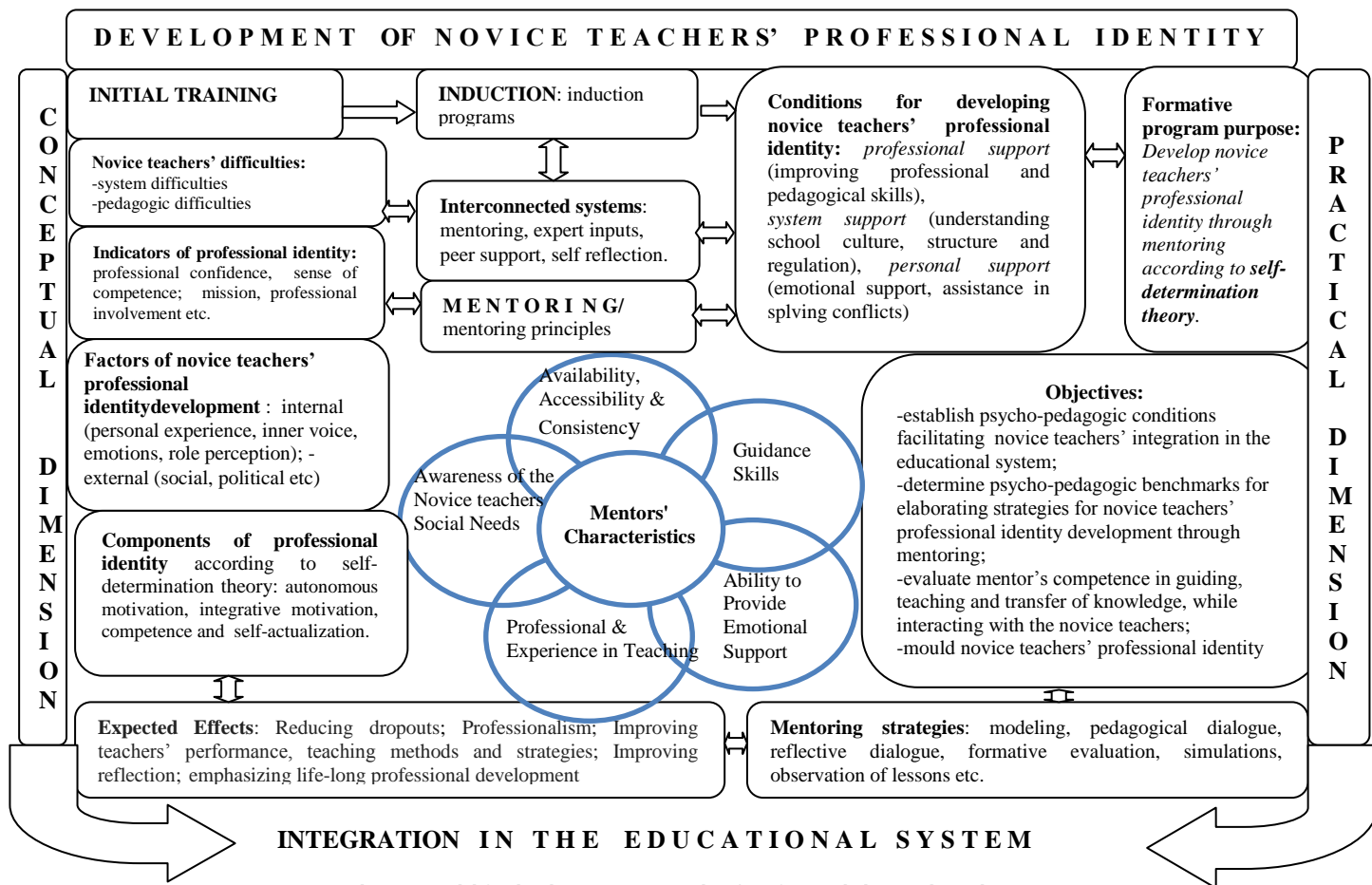


Figure 2.1. Pedagogic model for developing novice teachers' professional identity through mentoring

In order to do his job properly and advance the mentoring process towards the novice teacher's needs, the mentor has recourse to a variety of strategies. We expose below five active strategies used with novice teachers in the mentoring process:

1. Observation of Lessons and Pedagogical Dialogue. "The best way to identify behaviours is by observing them ... only observation can yield the essential information that can transform a loser into a winner"[48]. Observation constitutes a tool for research and study underlying modern social science and serves for systematic recording of events and behaviours in the research environment [55].

2.Modelling. Observation of the mentor by the novice teacher can serve as a learning opportunity. When the mentor uses this strategy he reveals his notion of teaching, the considerations that guide him in his work and the processes by which he makes decisions. Involving the novice teacher in these processes can challenge him as a colleague to pose questions, make suggestions and encourage collaborative learning. This strategy, moreover, which leads to peer learning, can create a bond of partnership and boost the personal and professional self-image and self-confidence of the novice teacher [ibidem].

3.Reflective Dialogue. The concept of reflection originates in the Latin work "reflectere", which means to reflect, to think about, to decide. M. Zuljan and C. Bizjak [42] defined reflection as a mental activity that allows a person to distance himself from a situation and view it objectively. The process of reflection involves experiential learning based on an in-depth analysis by the person of himself and recognition with regard to what motivates his thoughts and actions. The roots of this process are found in meta cognitive processes.

4.Simulation. Simulation is a pre-planned virtual experience aimed at improving the novice teacher's day-to-day skills by adapting them to the context of a particular situation based on the awareness of his attitudes and emotions and their impact on his work. Simulation takes place in a protected environment and it is therefore possible to incorporate in it conflicts and complex problems which the novice teacher encounters in the school. The conditions are such that the novice teacher is able to make mistakes and learn from them without sensing any element of judgment and without fearing that he will make a mistake that could be potentially harmful. The experience is a dynamic one and takes place in familiar, non-threatening surroundings, allowing the novice teacher to learn new and varied strategies that will advance his professional development [22].

5.Formative assessment throughout the working year. During the past decade attention has begun to be paid to the question of teacher evaluation, the basic assumption being that collection of information on teachers and their performance will enable teaching to be improved. The concept of "teacher evaluation" includes three elements: (1) teacher competence – the teacher's skills and talents; (2) teacher performance – the work of the teacher in practice; and (3) teacher effectiveness – the impact of the teacher's performance on the students [31]. Over time various tools have been developed that enabled two types of evaluation to be conducted: summative evaluation and formative assessment. Both mentor and novice teacher can gather evidence for the evaluation over a period of time as part of the process of documentation of the novice teacher's work and the reflective processes he undergoes, the extent of learning gained from the evaluation in the final analysis depending on the nature of the feedback and the way in which it is conveyed [8]. The mentor must be a person with self-confidence and a sense of accountability. Thus it is important for the mentor to be able to evaluate the novice teacher based on an educational vision and responsibility for meeting existing standards. Where necessary, the mentor must point out a novice teacher who is unsuited to the teaching profession [30].

In this frame, the *Pedagogic model for developing novice teachers' professional identity through mentoring* is directed towards developing novice teachers' professional identity from the perspective of approaching professional identity components.

CHAPTER 3, Methodology of developing novice teachers' professional identity through mentoring, is divided into two parts. The first part deals with the determination of novice teachers' professional identity level. It includes the presentation of research methodology and ascertaining experiment.

The *central aim of the pedagogic experiment* was to identify the level of novice teachers' professional development and check the efficacy of the Pedagogical model for developing novice teachers' professional identity through mentoring. The insights gained in the literature review led to determination of the following objectives: to identify the difficulties faced by novice teachers in Israel and the solutions provided to them currently; to upgrade procedures relating to the induction stage in Israel through the mentoring process, in order to help novice teachers in developing their professional identity; to identify and evaluate the manner in which mentors help novice teachers in consolidating their professional identity.

The research methodology. The statistical methods included: averages, standard deviations and significance, a Pearson correlation, t test for independent groups, multiple regression, frequencies, Cronbach's alpha; (2) empirical methods :collecting data that enable synthesis, generalization, reaching conclusions, comparing, categorizing and triangulation. In order to carry out the processes and examinations, I used the following research tools: for the quantitative research I used questionnaires; for the qualitative research I used semi-structured interviews, content analysis, description, presentation of findings.

The research variables were: *autonomous motivation, integrative motivation, self-actualization, competence* (dependent variables); *didactic support; emotional support; system support; general mentor support; constructive evaluation* (independent variables). *Indicators of professional identity:* certainty in choice of profession; self-efficacy; sense of mission; prestige attached to teaching; mentors teaching the same subject as the novice teachers.

Ascertaining experiment. The pedagogical experiment was carried at Kaye College which operates according to self-determination theory, developed by E. Deci and R. Ryan [20], and deals with the individual's internal processes, emphasizing the universal tendency for psychological growth and development.

This theory refers to three psychological needs (sense of belonging, competence and autonomy), whose support contributes to integrative motivation, leading to optimization, social and emotional adaptation, and development of professional identity:

(1)*The need for a sense of belonging*, manifested in the desire to be part of a social fabric and imparting a feeling of physical and psychological protection [20]. Behaviours supporting a sense of belonging and protection include, for example, demonstration of interest in and concern for others, investment of resources, time and willingness to help others, and a non-competitive framework with respect to learning and discipline.

(2)*The need for a sense of competence*, expressed in the individual's belief in his ability to realize his plans, aspirations and aims through a feeling of effectiveness and confidence. Behaviours supporting competence include, for example, provision of specific, immediate and non-comparative feedback, posing of optimal challenges, and assistance in coping with failure.

(3) *The need for autonomy*, referring to the need for self-determination and self-regulation, amid fulfilment of one's abilities and proclivities, and crystallization of aims, attitudes, values and plans constituting the professional identity. Support for autonomy includes behaviours such as absence of coercion, cooperation in selection of study aims and subjects, clarification of the value, benefit or relevance of the study material, and permission to freely express negative opinions and feelings [ibidem], [50].

Table 3.1. Statistic differences regarding the level of professional identity components

Variables	Indicators	Samples	levels			mean	SD
			optimal	average	minimal		
Autonomous motivation	Confidence in the choice of profession, emotional balance, performances while achieving difficult tasks	EG	17	25%	58%	4.27	.35
		CG	18%	22%	60%	4.22	.47
Integrative motivation	Image of teaching profession Need to belong Recognition and respect Need to develop	EG	19%	15%	56%	4.37	.41
		CG	25%	17%	58%	4.25	.54
Self-actualization	Sense of mission Creativity Self-fulfilment Talent	EG	12%	20%	62%	4.14	.53
		CG	14%	21%	62%	4.10	.56
Didactic competencies	Self-efficacy, gnoseologic, praxiological Communicational, managerial, investigational, metacognitive	EG	25%	25%	50%	4.35	.40
		CG	28%	26%	46%	4.26	.47

An in-depth look at the significance of the above mentioned needs shows that frustration on the part of teachers at the start of their career is the cause of difficulties they have to cope with, underscoring the connection between this theory and the present research. E. Deci and R. Ryan [20] claim that when basic psychological needs are met, people will invest special efforts in realizing the activities that interest them and will perform it in the best possible way. In this frame, the participants in the pedagogic experiment had to complete a questionnaire measuring the level of professional identity components, called in the experiment dependent variables: autonomous motivation, integrative motivation, self actualization and competence, each of them involving some independent parameters: confidence in the choice of profession, image of teaching profession, sense of mission, self-efficacy etc. An environment that supports psychological needs – including, in the case of the present study, the encounter between the mentor and the novice teacher and the attitude of the mentor – leads to satisfaction of these needs: a sense of belonging, a feeling of competence, and a sense of autonomy, **in line with the pedagogic and systemic aspects appearing in the model.**

According to self-determination theory, consistent support of these needs over a period of time promotes processes of internalization, culminating in integrative and autonomous motivations, which are manifested in positive sensations, emotional and social adaptation,

and deep internalization of behaviours and values, these being in line also with the **emotional aspect** [20], [51]. In other words, the novice teacher who feels that his basic psychological needs are being met performs his duties out of a genuine willingness and sense of choice, as a consequence of which he crystallizes purposeful and meaningful values and goals that lead to the development of his **professional identity** [47], [51].

The Formative Experiment had at its basis the model exposed in Figure 2.1. and was carried out throughout a formative program developed on the basis of self-determination theory. In this context, we defined the following **objectives**: *to identify whether mentors influence novice teachers' self-actualization, teaching competence, integrative and autonomous motivations, constituting an integral part of their professional identity; to assess the importance of the mentoring process that emphasizes the support of the three needs according to the self-determination theory [20], to enable mentors to provide maximum support in developing novice teachers' professional identity.*

The experiment took place at Kaye Academic College of Education with a group of 56 teachers who had completed their internship year, were participating in courses for novice teachers after internship, and who, in addition, had received twenty hours of mentoring during the year.

The College Induction Unit is an experimental unit that conducts research based on self-determination theory [ibidem]. The unit advocates advancement of autonomous motivation and development of professional identity in novice teachers based on the belief in his potential growth [14], [51]. According to the theory of self-determination, different types of motivation exist that can be classified along a continuum representing a process of internalization. *External motivation* is characterized by a low level of self-determination, with behaviour being controlled by external factors. *Autonomous motivation* and *integrative motivation*, on the other hand, are classified as being at the highest level of self-determination, consolidating professional identity and containing a sense of competence, certainty in choice of professional and sense of mission. It represents the highest level of man's focus in questioning the very nature of his existence as part of his professional identity. This type of motivation reflects deep internalization of values, ideals, and demands [50].

The above mentioned three needs also appear as the needs of the novice teacher in developing his professional identity. The sense of competence in the framework of the teaching profession expresses the individual's belief in his ability to make a positive impact on his students and perform the tasks called for in teaching and education [15], [37], motivating the novice teacher to continue growing and developing professionally and to acquire the ability and desire to cope with educational changes taking place in the system.

S. Feiman-Nemser [26] emphasizes that the team work taking place between the mentor and the novice teacher reinforces the feeling of belonging. Moreover, good team work fosters discourse and learning, transcending processes of socialization. The need for autonomy is manifested in the feeling on the part of the teacher that he is acting out of a genuine desire, choice and appreciation of the value of the act. Positive processes that take place in the framework of a safe place enable the novice teacher to express his stances, present his abilities and develop his self-esteem, all these being instrumental in *building and developing his professional identity* [37].

Table 3.2. describes the activities focused on the support of novice teachers from the experimental group. Beside the first two activities, the order of activities in the table is facultative, since every mentor created a different dynamics with the novice teacher that required a different sequence of activities. In addition, some of the activities were

performed repeatedly several times within the year, for example: design of teaching units, handling discipline problem, observation process, and formative evaluation.

Table 3.2. Summative program of formative activities

Formative activities	
1	Setting novice teachers' primary needs.
2	Introducing the "tool" for novice teachers' formative assessment.
3	Approaching principal and system requirements to the profession requirements; heterogeneity between students, "novice teacher" requirements, and integration of 21st century skills as defined by the Ministry of Education.
4	Motivate students (according to self-direction theory).
5	Treatment of discipline problems - linking to processes of motivation and students' needs.
6	Observation and Dialogue.
7	Joint design of school activities.
8	Emotional support according to novice teacher's needs (built up on social, cultural, historical and political contexts and coherence that is based on a continuum of day-to-day events).

The feedback forms from the novice teachers shed light on the activities and strategies used by the mentors and the areas to which they made a contribution. A connection could be seen between the mentors' work/support [18] and the three types of difficulties with which the novice teachers had to cope at the start of their career:

(1) **pedagogical difficulties** at generic level (class management, handling of disciplinary problems, incorporation of teleprocessing and technology, teaching strategies) and at subject level (writing of work plans and curricula, teaching units, evaluation, observation and feedback);

(2) **integration into the school team** (staff meetings, peer work, collaborative work, events, social initiatives) relate to **environmental difficulties** and represent an answer to the need for contact and belonging as presented by self-determination theory [20];

(3) **emotional difficulties**, which appear at times directly and at other times as an integral part of other issues (assistance in integration with the staff, interaction with the parents, providing an answer to students with special needs, and teacher-student relations [24], [56]. To follow the progress of novice teachers' professional development, there were carried out several measurements.

A content analysis of the interviews with the novice teachers and stakeholders shows correspondence between the professional literature and the qualitative findings with respect to the difficulties encountered during the induction stage:

Systemic difficulties [23], [21], [33] focus principally on the need for a feeling of belonging. A total of 22% of the respondents in the open questions referred to the advantages of working with a mentor and the assistance that the mentors had provided them to enable their optimal integration and acclimatization into the school system, including the staff and principal.

Pedagogic difficulties. Novice teachers did refer to the pedagogic issue when recounting their activities with the mentor, their work with the subject matter staff and *the importance that the subject taught by the novice teacher and the mentor be similar*. Such statements also arose in the quantitative analysis and it was found that certainty in choice of profession and the feeling of self-efficacy were higher when the mentor taught the same subject as the novice teacher compared to a situation in which the mentors taught a different subject.

Difficulties in interacting with pupils constitute an integral part of class management skills and are a source of disappointment and aggravation for novice teachers [55].

S. Feiman-Nemser [45] presents questions that novice teachers find vexing on their entry into the educational system, and indeed, in the open question it was found that 19% novice teachers stated the advantages of working with a mentor and his assistance in the sphere of interaction with pupils, manifested in a number of ways: professional *modus operandi* and development of an optimal connection with pupils, advice on class management and conflict situations, assistance in coping with events relating to interaction with pupils, and holding up a mirror to the actions of the novice teachers themselves, enabling them to practice reflection.

Based on the analysis of quantitative findings *a positive correlation was found between mentor support in the three aspects and overall mentor support on the one hand, and all components of professional identity development in the novice teachers on the other.*

Table 3.3. Statistic differences regarding the correlation between mentor's support and novice teachers' professional identity

Indicators of Professional support element	Certainty in choice of profession R	Self-efficacy R	Sense of mission R	Image of the teaching profession R	Overall professional identity R
Didactic support	0.32***	0.35***	0.26***	0.24***	0.38***
Systemic support	0.29***	0.35***	0.22***	0.17***	0.34***
Emotional support	0.36***	0.32***	0.29***	0.22***	0.40***
Overall support	0.36***	0.37***	0.29***	0.24***	0.41***

0.001>Sig***, $\pm 1 r \rightarrow 0$

In order to ensure that overall support is indeed the factor with the most impact, a hierarchic linear regression was performed, and it was found that additional factors do influence the development of professional identity of novice teachers, but when all the factors are taken into consideration, **the professional identity of novice teachers is influenced to a significant extent only by the level of support** provided by the mentor.

Table 3.4. Professional identity of novice teachers as influenced by various factors

Influential factors – three stages	Unstandardized coefficients		Standardized coefficients	T	Sig
	B	Std. error	Beta		
Gender	3.681	0.156	-0.040	23.595	0.000
Age group	-0.069	0.069	0.117	-0.986	0.324
Subject	0.220	0.081	0.095	2.717	0.007
	0.165	0.075		2.187	0.029
Gender	3.580	0.165		21.688	0.000
Age group	-0.058	0.069	-0.034	0.839	0.402
Subject	0.191	0.082	0.102	2.334	0.020
Subject – mentor	0.141	0.076	0.081	1.855	0.064
Age group – mentor	0.120	0.060	0.084	1.992	0.047
	0.043	0.057	0.031	0.0750	0.453
Gender	2.784	0.170		16.410	0.000
Age group	-0.074	0.063	-0.044	-1.172	0.242
Subject	0.135	0.075	0.072	1.793	0.074
Subject – mentor	0.136	0.070	0.078	1.951	0.052
Age group – mentor	0.036	0.056	0.025	0.651	0.516
Overall support	0.021	0.053	0.015	0.395	0.693
	0.266	0.025	0.396	10.453	0.000

Legend: Gender: gender of novice teacher

Age group: the age group for which the novice teacher was trained

Subject – mentor: compatibility between subject of mentor and novice teacher

Age group – mentor: compatibility between age group taught by mentor and novice teacher

Overall support – all aspects of support

In their answers referring to the advantages of working with a mentor, 32% novice teachers chose to refer to mentors' traits as an advantage. In addition, since most of the novice teachers who answered the questionnaire wrote about more than one trait, the total percentage obtained was more than double (73.48%). Table 3.5. shows mentor's traits as defined by the novice teachers. In parallel with the advantages, the novice teachers were also asked to write two disadvantages of working with a mentor. It appeared that most of the novice teachers were pleased with the mentoring process, to the extent that 44.8% of the novice teachers did not cite any disadvantage.

Table 3.5. Advantages of working with a mentor

Main Categories	System aspect	Pedagogic aspect		Professional identity development	
Overall frequency, percent	22%	68%		54%	
Secondary categories	Adjustment to the system	Teaching	Interaction with students	Personal attitude and feelings	Effect and system perception
Frequency in percentages (relative to all answers) for secondary categories	22%	46%	19%	36%	18%
Frequency in percentages of secondary categories in relation to the aspect to which they belong	100%	71%	29%	67%	33%

Many novice teachers clearly understand that the processes of coping with their emotions and with the difficulties they encounter have a major impact on them as human beings and on their professional identity, and many of them mention the emotional support they receive from the mentor: *"Guidance and support in moments of crisis and conflict"; "First and foremost she supports me emotionally"; "a place to unburden myself"; "There is someone to talk to, consult with, and involve in moments of uncertainty or simply in moments when one needs to know more"*. The traits mentioned by novice teachers influence interpersonal relationships between people in general, and between teacher and students, in particular, so as a mentor who possesses these traits serves as a model for emulation in the connections he establishes with his pupils, parents staff and school. Novice teachers claimed that their worldview in all matters relating to their vision of the education system had been influenced by mentors as a result of the dialogue with them, and as a result of mentors' own example of behaving with students, teachers and school staff, idea supported by the researchers I. Rots, A. Aelterman [54], and K. O'Connor [38].

Novice teachers' capacity to appreciate mentors strengthens their position, reflection and learning processes they went through, at the same time strengthening mentor's position and role in education.

During the formative experiment novice teachers mentioned their systemic difficulties related to the problem of coordinating joint meetings with their mentors. The intensity of the problem and the need for a place in the agenda should not be ignored, at least for those

trainees whose mentors could not find the time to sit with them, or are not flexible enough to present alternatives. Besides, set meetings will prevent blurring boundaries between friendly relations and formal relationships, providing to trainees a sense of security and to mentors an aura of professionalism, fact supported by N. Dvir and A. Shaz-Openheimer [44].

Control experiment. In order to check the differences in impact between the experimental group and the control group, both groups of novice teachers were given questionnaires at two different times and a t-test was conducted to examine differences between two groups that are not mutually dependent. The questionnaire examined the integrative motivation and the autonomous motivation, which develop novice teachers' professional identity as described above. In addition, novice teachers' feeling of competence and self-actualization were also examined. Since there was room to check if changes had taken place in each of the groups in the time between the first and second distributions, we performed, as an extended study, t-tests on each of the variables.

Table 3.6. Averages and standard deviation of research variables

variable	Samples	Time 1		Time 2	
		Averages	td. Deviation	Averages	Std. Deviation
Autonomous Motivation	EG	4.27	.35	4.76	.21
	CG	4.22	.47	4.27	.50
Integrated Motivation	EG	4.37	.41	4.75	.33
	CG	4.25	.54	4.24	.50
Self-actualization	EG	4.14	.53	4.30	.53
	CG	4.10	.56	3.97	.58
Competence	EG	4.35	.40	4.61	.39
	CG	4.26	.47	4.49	.50

The *first hypothesis*, that **a difference will be found in the autonomous motivation of the experimental group vs. the control group over time**, subjected to a mixed design ANOVA with repeated measurements, was confirmed. Significant differences were found in the degree of autonomous motivation between the experimental group and the control group in the second distribution ($F(1,110) = 44.40, p < .000$) such that the degree of autonomous motivation in the experimental group ($M = 4.76, sd = .21$) is higher than that of the control group ($M = 4.27, sd = .50$). A principal effect was found for the type of group ($F(1,110) = 15.26, p < .000$) such that the degree of autonomous motivation was higher in the experimental group ($M = 4.59, sd = .04$) than in the control group ($M = 4.24, sd = .05$). In the experimental group a significant principal effect was found for time ($p < .000, t(56) = -10.91$), attesting to an increase in autonomous motivation between time 1 ($M = 4.27, sd = .35$) and time 2 ($M = 4.76, sd = .22$). In the control group no significant principal effect was found for time ($t(54) = -1.32, p > .05$).

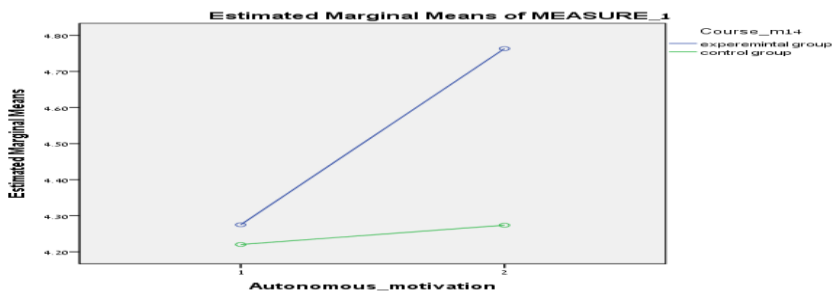


Figure 3.1. Differences in autonomous motivation between the experimental and control groups

The *second hypothesis*, that **a difference will be found in the degree of integrative motivation in the experimental group vs. the control group over time**, tested using the mixed design ANOVA test with repeated measurements, was confirmed. Analysis of the data showed significant differences in the degree of integrative motivation between the experimental group and the control group in the second distribution ($F(1,110) = 37.13$, $p < .000$), such that the degree of integrative motivation in the experimental group ($M = 4.75$, $sd = .33$) is higher than in the control group ($M = 4.29$, $sd = .50$). A principal effect was found for the type of group ($F(1,110) = 17.20$, $p < .000$), such that the degree of integrative motivation was higher in the experimental group ($M = 4.56$, $sd = .05$) than in the control group ($M = 4.24$, $sd = .05$).

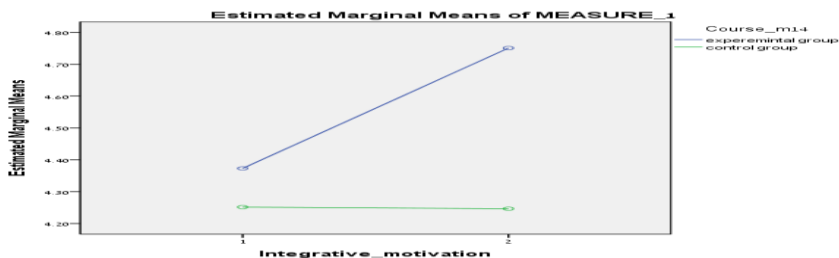


Figure 3.2. Differences in integrative motivation between the experimental and the control groups

Alike the previous two, the *third hypothesis* that **a difference will be found in the degree of self-actualization of the experimental group vs. the control group over time** tested using the ANOVA mixed design test with repeated measurements, was confirmed too. Analysis of the data shows a significant interactive effect between the time of distributing the questionnaire to the group to which the teacher belonged (Wilks' lambda = .92, $F(1,110) = 8.85$, $p < .01$). Further analysis shows that there are significant differences in the degree of self-actualization between the experimental group and the control group in the second distribution ($F(1,110) = 9.99$, $p < .01$), such that the degree of self-actualization in the experimental group ($M = 4.30$, $sd = .53$) is higher than in the control group ($M = 3.97$, $sd = .58$). A significant principal effect was found for the type of group ($F(1,110) = 4.10$, $p < .05$), such that the degree of self-actualization was higher in the experimental group ($M = 4.22$, $sd = .06$) than in the control group ($M = 4.03$, $sd = .06$).

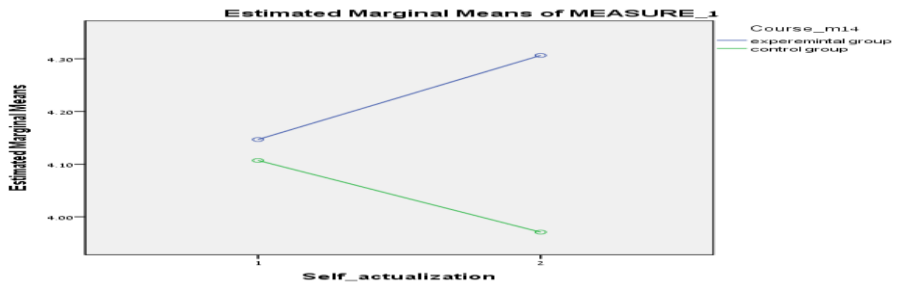


Figure 3.3. Differences in the degree of self-actualization between the experimental and control groups

The *fourth hypothesis*, **that a difference will be found in the degree of teaching competence felt in the experimental group vs. the control group over time**, tested using the ANOVA mixed design test with repeated measurements, was not confirmed. It was found that the interactive effect is not significant between the time that the questionnaire is distributed to the group to which the teacher belonged (Wilks' lambda = .99, $F(1,110) = .08$, $p > .05$), i.e. no differences were found in the degree of teaching competence felt between the experimental group and the control group over time. No principal effect was found for the type of group ($F(1,110) = 2.43$, $p > .05$). In addition, in the experimental group a significant principal effect was found for time ($t(56) = -4.20$, $p < .000$). There is a clear increase in the feeling of teaching competence between time 1 ($M = 4.35$, $sd = .40$) and time 2 ($M = 4.61$, $sd = .39$). In the control group too a significant principal effect was found for time ($t(54) = -3.35$, $p < .01$), so that a rise was observed in the feeling of teaching competence between time 1 ($M = 4.26$, $sd = .06$) and time 2 ($M = 4.49$, $sd = .06$).

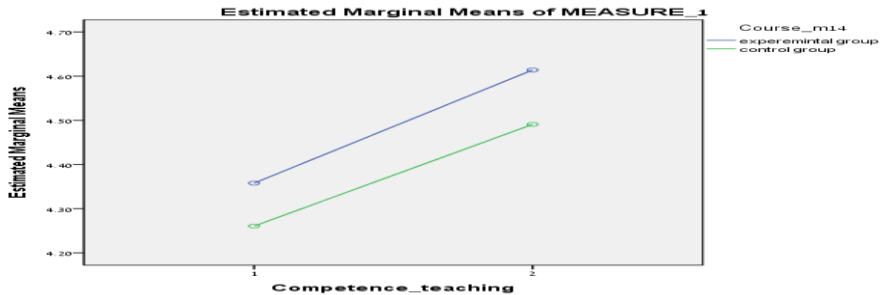


Figure 3.4. Differences in the degree of teaching competence felt between the experimental and the control groups

The findings of the control experiment show significant differences in integrative motivation and autonomous motivation of novice teachers in the experimental group versus novice teachers in the control group. This finding supports the claim that people around us can help or hinder autonomous motivation or integrative motivation, affecting the sense of bonding and belonging, competence, and crystallization of values and goals, while imparting meaning to a person's actions [50]. It appears that these teachers had undergone mentoring in an environment that supported their basic needs, allowing them to feel confident and develop their professional identity. Developed relationships allowed the novice teachers to carry out processes of self-exploration regarding their choice of teaching, as suggested by H. Kaplan and R. Zafirir [51]. And indeed, in the framework of content

analysis performed on the feedback from teachers describing their work with mentors, it was found that the mentors worked with the novice teachers in three areas:

(1) Professional: assistance in the teaching-learning process, in ways to evaluate students, in class management and in cultivation of professional thinking;

(2) Environmental: assistance in familiarization with procedures, rights and obligations, and in integration into the school culture;

(3) Emotional: assistance in developing relations based on trust and in cultivation of a professional self-image. E. Deci and R. Ryan [20] claim that just as providing positive feedback can promote autonomous motivation and integrated motivation, so negative feedback can harm it. K. O'Connor[38] too claims that teachers use their emotions to direct, shape and justify their professional decisions as part of the process of building their professional identity, and hence factors affecting their emotions cannot be ignored. There is no doubt that the strategies and means leading to proper use of assessment tools and tests, cultivate positive emotions, which in turn lead to a feeling of competence and identified, integrative and intrinsic motivation [20], [51].

These facts impart meaning to the work of the novice teacher and allow him to justify his perseverance in the profession even through difficult and challenging moments, thus reinforcing his feelings with respect to the certainty in choice of profession, competence and sense of mission (as presented in the model) – a process that builds his professional identity [38], [53].

The meaningful connection between the support provided by mentors to novice teachers at the start of their careers and the development of their professional identities is a common thread throughout the research. In light of the fact that the professional development of teachers has an impact on invested effort, perseverance in the teaching profession and willingness to overcome difficulties, to adapt and succeed, the position of mentor must be nurtured in all possible ways: on the one hand by demanding that training be part of a mandatory procedure, on the other, by seeing to proper remuneration and training for mentors.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical results addressed the determined objectives at the beginning of the research and contributed to substantiation of the *Pedagogic model for developing novice teachers' professional identity through mentoring* that represents **the scientific problem solved in our research**. Synthesis of the data led us to the following conclusions:

1. The concept of novice teachers' professional identity development is associated to a series of psycho-pedagogic needs, difficulties, factors and principles that being correctly addressed could generate an appropriate response. Besides, novice teachers' professional identity development stipulates efforts and contributions to be made by the novice teachers themselves. To this end work must be done with them on practising optimal self-reflection and on developing a sense of competence and a feeling that they are assuming responsibility for their work. This must come out of recognition of the stage they are at in terms of their professional career, with its uniqueness, difficulties and dilemmas involved while developing their professional identity.

2. Mentoring appears as a facilitating condition for the development of novice teachers' professional identity, considering the fact that it shapes the way in which novice teachers understand themselves and their work, thus playing an important role in moulding

professional standards and profession itself over the long range. Accordingly, the mentor must have professional knowledge, confidence in his abilities and experience that have been acquired throughout the period of his work. These characteristics will trigger in the mentor a willingness to share the knowledge and experience he has accumulated with the novice teacher and assist him in enhancing his understanding of the subject in particular, and teaching in general.

3. The success of induction programs is determined by: (1) Ongoing learning and professional development between training and induction stages; (2) Nurturing reflection among novice teachers in order to assume responsibility for their professional development and for forming professional identity, as proposed in the model of the European Union; (3) Treatment of each novice teacher individually while meeting his personal needs; (4) Consideration of novice teachers' emotional needs; (5) Participation of novice teachers in various networks, allowing them to share their problems and discuss ways of dealing with them, based on a relationship of trust, support and choice. (6) Creation of a fertile ground for learning, motivation, perseverance and professional development by the novice teachers through an organizational culture of professional development, clear procedures, and a relationship of mutual trust in schools.

4. The theoretical components of novice teachers' professional identity, principles, criteria, indicators, objectives, contents and technologies, as well as the practical ones – operational models of assisted internship, organization and monitoring of professional training for mentors and professional evaluation of novice teachers – generated a *Pedagogic model for developing novice teachers' professional identity through mentoring*. It includes complex functions: integration of modern views regarding the two educative-formative processes; forming, evaluating and improving professional training and professional evaluation of novice teachers. All these allow the development of a unique program for novice teachers' support during their induction into the educational system.

5. Testing the attitudes of novice teachers, mentors and principals towards the model proved that the research subjects value its many advantages: raising the level of novice teachers' professionalism, mastery of pedagogic aspects and general culture. The model was highly appreciated when presented at scientific meetings.

6. **The directions of solving the problem** of novice teachers' professional identity development through mentoring are:

- Identifying novice teachers' needs and difficulties;
- Providing mentoring services as stipulated by self-determination theory;
- Permanently surveying novice teachers' professional activity;
- Create a mentor-novice teacher partnership based on mutual respect, understanding and professional cooperation;

In conclusion we underline that the findings of the current study are consistent with the high importance of novice teachers' professional identity development and mentoring, mainly in novice teachers' perspective. In this vein, this study contribution focuses on the strong effects of mentoring on enhancing novice teachers' professional identity, subsequently reducing dropout from the profession and emphasizing life-long professional development

Practical recommendations:

1. The model for development of novice teachers' professional identity during internship and the conduct of the final examination offers the authors of educational policies and of university psycho-pedagogic curricula, school principals, mentors and inspectors suggestions for improving novice teachers' professional formation and evaluation.

2. Reconsideration of educational policies regarding novice teachers' professional identity should include remuneration of mentors.
3. The system and process of professional training of novice teachers should be restructured according to the methodology of assistance during internship that represents the modern view of novice teachers' professional identity development.

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ADNOTARE
Fairstein Esther

Dezvoltarea identității profesionale a profesorilor debutanți prin mentorat,
teză de doctor în științe pedagogice, Chișinău, 2016

Structura tezei: introducere, trei capitole, concluzii generale și recomandări expuse în 142 pagini text de bază, bibliografie din 235 surse, 13 anexe, 23 tabele și 15 figuri.

Publicații la tema tezei. Rezultatele cercetării sunt reflectate în 9 lucrări științifice, inclusiv: 5 articole în culegeri și reviste recenzate, 4 comunicări la conferințe naționale și internaționale.

Cuvinte cheie: profesori debutanți, identitate profesională, dificultăți, mentorat, inducție, mentor, strategii de mentorat, teoria autodeterminării, factori, principii de dezvoltare a identității profesionale a profesorilor debutanți. **Domeniul cercetării: Teoria și Metodologia educației**

Scopul cercetării rezidă în stabilirea reperelor psihopedagogice ale dezvoltării identității profesionale a profesorilor debutanți și elaborarea *Modelului pedagogic de dezvoltare a identității profesionale a profesorilor școlari debutanți prin mentorat*. **Obiectivele cercetării:** analiza teoretică a literaturii de specialitate; stabilirea reperelor epistemologice privind dezvoltarea profesională a profesorilor debutanți sub aspectul dificultăților sistemice, pedagogice și emoționale; relevarea specificului programelor de inducție pentru profesorii debutanți; analiza particularităților identității profesionale a cadrelor didactice școlare și sublinierea rolului culturii emoționale a profesorilor debutanți în dezvoltarea acesteia, determinarea dimensiunii formative a procesului de mentorat și stabilirea profilului psihopedagogic al mentorului; elaborarea și validarea experimentală a *Modelului pedagogic de dezvoltare a identității profesionale a profesorilor școlari debutanți prin mentorat*.

Noutatea și originalitatea științifică este obiectivată de: stabilirea specificului și rolului identității profesionale a profesorilor în dezvoltarea eficacității lor didactice; demonstrarea corelației pozitive dintre suportul acordat de către mentori sub aspect sistemic, pedagogic și emoțional și componentele identității profesionale în timpul primilor trei ani de inducție; delimitarea caracteristicilor profilului psihopedagogic al mentorilor; elaborarea modelului pedagogic ce corelează factorii, condițiile, formele și metodele de dezvoltare a identității profesionale a profesorilor debutanți prin mentorat.

Problema științifică soluționată rezidă în fundamentarea teoretico-aplicativă a funcționalității *Modelului pedagogic de dezvoltare a identității profesionale a profesorilor școlari debutanți prin mentorat*, fapt care a condus la eficientizarea competenței profesionale a cadrelor didactice, pentru asigurarea calității educației în școlile din Israel.

Semnificația teoretică a cercetării este argumentată de relevarea fundamentelor teoretice ale conceptului de identitate profesională a cadrelor didactice; argumentarea importanței mentoratului pentru integrarea tinerilor specialiști în sistemul educațional și pentru stimularea dezvoltării lor profesionale; elaborarea instrumentelor de cercetare a identității profesionale în planul dezvoltării acesteia prin mentorat.

Valoarea practică a cercetării este susținută de relevarea dificultăților profesorilor debutanți; analiza programelor de inducție din perspectiva dezvoltării identității profesionale a profesorilor debutanți; elaborarea și validarea ansamblului de instrumente pedagogice, concentrate în *Modelul pedagogic de dezvoltare a identității profesionale a profesorilor școlari debutanți prin mentorat*, care oferă conceptelor de politici educaționale/de curriculum psihopedagogic universitar și managerilor formării profesionale a cadrelor didactice repere epistemologice și modele praxiologice privind dezvoltarea identității profesionale a cadrelor didactice prin mentorat

Implementarea rezultatelor științifice: Instrumentarul didactic elaborat a fost implementat în cadrul seminarelor formative pentru profesori debutanți și mentori, în procesul educațional din cadrul școlilor experimentale din Israel, precum și prin intermediul publicațiilor și comunicărilor științifice.

АННОТАЦИЯ

Фаерштейн Эстер

Развитие профессиональной идентичности начинающих преподавателей посредством наставничества, докторская диссертация по педагогике, Кишинев, 2016

Структура диссертации: аннотация (на румынском, русском и английском языках), список сокращений, введение, три главы, библиография содержащая 235 источников, 142 страницы основного текста, 23 таблицы, 15 рисунков, 13 приложений. **Публикации по теме диссертации:** 9 научных работ (5 статей в специализированных журналах, 4 тематических докладов). **Ключевые слова:** начинающие преподаватели, профессиональные трудности, наставничество, наставник, теория самоопределения, профессиональная идентичность, стратегии наставничества, индукция, факторы, принципы развития профессиональной идентичности начинающих преподавателей. **Область исследования:** Общая теория образования.

Цель: Создание психолого-педагогических основ для разработки *Педагогической Модели развития профессиональной идентичности начинающих преподавателей посредством наставничества*. **Задачи исследования:** теоретический анализ литературы по данной теме; определение эпистемологических основ профессионального развития начинающих преподавателей с точки зрения системных, образовательных и эмоциональных трудностей; определение специфики профессиональной идентичности преподавателей подчеркивая роль эмоциональной культуры начинающих преподавателей в ее развитии; разъяснение роли наставничества в развитии профессиональной идентичности начинающих преподавателей; выявление психопедагогического профиля наставника; разработка и экспериментальное обоснование *Педагогической Модели развития профессиональной идентичности начинающих преподавателей посредством наставничества*.

Научная новизна диссертации состоит в разработке концепции развития профессиональной идентичности начинающих преподавателей, в демонстрации положительного соотношения между поддержкой начинающих преподавателей в трех областях (системной, педагогической и эмоциональной) в течение индукции (первые три года после вступления в должность) определение психо-педагогического профиля наставника, разработка педагогической модели, которая коррелирует факторы, условия, формы и методы развития профессиональной идентичности начинающих преподавателей посредством наставничества. **Актуально-значимая научная проблема, решённая** в данной области, состоит в обосновании теоретической и практической функциональности *Педагогической Модели развития профессиональной идентичности начинающих преподавателей посредством наставничества* с целью улучшения профессиональной компетентности и обеспечения качества образования в школах Израиля.

Теоретическая значимость заключается в подчеркивании научных доводов по поводу значения развития профессиональной идентичности начинающих преподавателей, утверждение важности наставничества для начинающих преподавателей в процессе интеграции в систему образования и профессионального развития; разработка инструментов исследования профессиональной идентичности начинающих преподавателей в плане ее развития путем наставничества.

Практическая значимость: разработка и экспериментальное обоснование *Педагогической Модели развития профессиональной идентичности начинающих преподавателей посредством наставничества*, отражение факторов и условий развития профессиональной идентичности начинающих преподавателей, разработка стратегий развития профессиональной идентичности начинающих преподавателей посредством наставничества и практических рекомендаций.

Внедрение научных результатов. Результаты исследований были утверждены в рамках научных конференций, симпозиумов и научных журналах и были протестированы в доуниверситетских учреждениях Израиля.

ANNOTATION

Fairstein Esther

Developing novice teachers' professional identity through mentoring,

Doctoral thesis in Pedagogy, Chisinau, 2016

Thesis structure: Annotation (Romanian, Russian and English), abbreviations list, introduction, bibliography containing 235 references, 142 pages of basic text, 23 tables, 15 figures, 13 appendices. **Publications:** the research results are reflected in 9 scientific articles, including 5 articles in educational journals, and 4 communications exposed at national and international conferences.

Keywords: novice teachers, professional identity, mentoring, mentoring strategies, novice teacher's difficulties, novice teacher's support, induction, factors, self-determination theory.

Field of research: Theory and methodology of education

Research goal consists in establishing the psycho-pedagogic premises of *novice teachers' professional identity development* and in elaborating the *Pedagogic model for developing novice teachers' professional identity through mentoring*.

Research objectives: analyze professional literature; establish epistemological highlights of novice teachers' professional development in terms of systemic, pedagogic and emotional difficulties, reflect the aspects of induction programs for novice teachers, analyze the peculiarities of teachers' professional identity; underline the role of novice teachers' emotional culture in shaping their professional identity; point out the formative dimension of the mentoring process; outline mentor's profile, elaborate and validate the *Pedagogic model for developing novice teachers' professional identity through mentoring*.

Scientific novelty and originality are objectified by the theoretical and practical substantiation of novice teachers' professional identity development, by proving the positive correlation between the support provided to novice teachers by mentors at systemic, pedagogic and emotional levels during induction, by establishing the characteristics of mentors' psycho-pedagogic profile, by elaborating the Pedagogic model correlating the factors, conditions and methods for developing novice teachers' professional identity through mentoring.

Substantiating the theoretical and applicative functionality of the *Pedagogic model for developing novice teachers' professional identity through mentoring*, aimed at improving professional competence in line with professional standards, in order to ensure education quality in Israeli schools, constitutes the **scientific problem solved** in our research.

The theoretical significance of our research consists in highlighting the scientific arguments as related to the importance of developing teachers' professional identity; in explaining the importance of mentoring for integrating novice teachers in the system of education and for stimulating their professional development, in elaborating the tools for investigating the development of novice teachers' professional identity through mentoring.

The practical value of the work is supported by the establishment of novice teachers' difficulties at their admission in the educational system, the analysis of induction programs aimed at facilitating novice teachers' professional development, elaboration and validation of a set of pedagogical tools concentrated in the *Pedagogic model for developing novice teachers' professional identity through mentoring*, and by the formulation of practical recommendations.

Implementation of scientific results: The didactic materials elaborated during the investigation were implemented in the frame of formative seminars for novice teachers and mentors, in the educational process carried out in Israeli schools, as well as by means of publications in educational journals and scientific communications.

FAIRSTEIN ESTHER

**DEVELOPING NOVICE TEACHERS' PROFESSIONAL IDENTITY
THROUGH MENTORING**

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FAIRSTEIN ESTHER

**DEZVOLTAREA IDENTITĂȚII PROFESIONALE A PROFESORILOR
DEBUTANȚI PRIN MENTORAT**

SPECIALITATEA: 531.01. TEORIA GENERALĂ A EDUCAȚIEI

**Autoreferatul
tezei de doctor în științe pedagogice**

CHIȘINĂU, 2016