

Journal of

Education and Practice

(JEP)

**Unleashing the Power of Love, Passion, Creativity, and Humanity in
Novice Teachers' First Year**



CARIE

Journals

Unleashing the Power of Love, Passion, Creativity, and Humanity in Novice Teachers' First Year

 Dr. Al-Khansaa Daib ^{1*}, Dr. Edna Green ²

^{1*,2} David Yellin College of Education

Maagal Beit HaMidrash St, 7, Jerusalem, Israel

Accepted: 24th Feb 2024 Received in Revised Form: 8th Mar 2024 Published: 22nd Mar 2024

Abstract

Purpose: This study explores the transformative impact of novice teachers who employ innovative methods and approaches to forge deep, meaningful connections with their students during their first year of teaching.

Methodology: The present study employed a qualitative methodology. Seventeen novice teachers participated in comprehensive, in-depth interviews. After transcribing the interviews, a content analysis approach was employed to identify and define meaningful units pertaining to the symbiotic relationship between novices and their students.

Findings: The findings reveal an extraordinary depth of educational passion, creativity, and empathy that significantly contributes to students' academic and emotional development. The study highlights the profound, empathetic bonds formed between teachers and students, transcending traditional educational outcomes. The novice teachers' success in fostering an inclusive and stimulating learning environment is underscored by their innovative methods and ability to harness personal narratives and cultural sensitivity as pedagogical tools.

Contribution to Theory, Policy and Practice: The research enriches the global body of knowledge on teacher education by showcasing the power of love, passion, creativity, and humanity in the teaching and learning process. It emphasizes the potential of novice teachers to effect significant, positive changes in their students' lives, even in their formative years of teaching. The study's findings underscore the importance of fostering supportive environments for the growth and development of novice teachers and call for reevaluating support structures in teacher education programs worldwide.

Keywords: *Novice Teachers, Ecological Model, Educational Eros, Transformative Education Practices, Creative Pedagogy*

INTRODUCTION

Teaching revolves around human interaction and development. This study claims that novice teachers' ability to use love, passion, and originality in their teaching is crucial, especially in their early years. Love in education means deep empathy and dedication to student progress beyond academics. Passion drives teachers to try new strategies to engage and inspire students. This passion helps instructors be creative and adapt to their students' different learning styles and backgrounds, improving educational outcomes.

The linked elements provide a holistic teaching style that respects and nourishes students' and teachers' humanity. This method is necessary to navigate modern classrooms' complicated socio-cultural settings. Ezer et al. (2010) argue that these emotional and intellectual inputs are essential for students' complete development. Horn et al. (2008) emphasize the relevance of an ecological viewpoint that puts novice teachers at the center of education and promotes pedagogical practices that meet learners' diverse needs.

The study examines rookie teachers' experiences using this conceptual framework, emphasizing the importance of developing pedagogies based on love, passion, creativity, and humanity. These pedagogies promote students' academic, emotional, and social well-being, supporting the study's goal of identifying rookie teachers' performance in varied educational environments. The caring and creative teaching philosophy behind their innovative methods may create a learning atmosphere that promotes respect, empathy, and progress. Based on Davies (2008), Ezer et al. (2010), and Shagrir (2010), this debate enhances our understanding of novice teachers' various contributions and the support they need to succeed in education. Emotional intelligence, innovative pedagogy, and empathy in teaching and learning are stressed in this study to better comprehend novice teachers' roles.

2. BACKGROUND

Recent studies have shed light on novice teachers' significant contributions and impact within the educational landscape, moving beyond the traditional focus on their challenges and developing supportive policies and frameworks for their integration and success (Horn et al., 2008; Sela & Harel, 2019). Research indicates that novice teachers bring fresh perspectives and innovative practices to their classrooms, significantly influencing student engagement and learning outcomes (Ezer et al., 2010; Shagrir, 2010).

Moreover, the role of teacher education and professional identity in shaping novice teachers' approaches to teaching and learning underscores the complex interplay between individual attributes and systemic supports in fostering educational excellence (Kennedy, 2016; Thompson et al., 2013). Recent research has delved into various facets of novice teachers' professional development and experiences. For instance, Surma et al. (2022) investigated novice secondary school teachers' knowledge of effective study strategies and found that although they could identify

effective strategies, novice teachers exhibited inconsistencies in recommending them to students spontaneously.

On the other hand, Webb and Baumgartner (2023) explored the experiences of student teachers and early career teachers transitioning to virtual or remote teaching during the COVID-19 pandemic, emphasizing the importance of listening to and honoring the experiences of novice teachers. This study highlights the need for informed and supportive practices in teacher education and induction programs to empower novice teachers to make meaningful contributions to the education system (Curry et al., 2016).

Furthermore, the literature has emphasized the importance of providing care and support to novice teachers, particularly those with 0-3 years of teaching experience (Curry et al., 2016). This includes addressing their emotional needs and providing the necessary tools for effective teaching, especially in response to the challenges brought about by the pandemic.

This article offers unique insights into the pedagogical experiences of novice teachers and their pupils, emphasizing the importance of adopting a positive approach and recognizing their significant educational contributions. The article draws from recent studies that highlight the challenges faced by novice teachers and advocates for nurturing pedagogical practices that empower them to make meaningful contributions to the education system. The present study explores novice teachers' strategies and approaches to building meaningful connections with their students. By examining the experiences of teachers who have demonstrated exceptional commitment to meeting the diverse needs of their students, this research seeks to identify the key attributes, practices, and theoretical frameworks that underpin successful teacher-student relationships. Through this exploration, the study aims to contribute to a more comprehensive understanding of the potential impact of novice teachers and inform the development of supportive practices within teacher education programs.

3. LITERATURE REVIEW

3.1 Internship Year

The first year of teaching is a challenging and critical period for novice teachers as they transition from teacher training to the actual classroom setting. A steep learning curve characterizes this pivotal year as new educators navigate the complexities of applying theoretical knowledge in real-world educational settings (Schatz-Oppenheimer & Dvir, 2014). Novice teachers face a multitude of challenges, including lesson planning, classroom management, inadequate professional support, adapting to school culture, and maintaining emotional well-being (Nurlatifah et al., 2021; Tran, 2021; Kozikoğlu & Senemoğlu, 2019; Dvir & Schatz-Oppenheimer, 2020).

Recognizing the importance of supporting novice teachers through this challenging period, various induction programs have been developed globally. These programs aim to scaffold new teachers by offering mentorship from experienced educators, specialized training workshops, and a reduced workload, facilitating a smoother transition into the teaching profession (Fenwick, 2011; Nasser

Abu-Alhija & Fresko, 2010). The Israeli Ministry of Education has established a comprehensive support system that includes mentoring by seasoned teachers and participation in internship workshops. The mentorship component is crucial, as it offers novice teachers personalized feedback and advice, facilitating their professional growth and adaptation to the demands of teaching (Schatz-Oppenheimer, 2017; Vaitzman Ben-David & Berkovich, 2021).

However, new teacher induction programs often neglect to prioritize personal and interpersonal skill development for novice teachers. To fully support new teachers, a comprehensive approach that addresses both pedagogical and relational aspects of teaching is necessary (Kaplan, 2022). The first year of teaching is a pivotal period for growth and development opportunities, but it is fraught with challenges (Chaaban & Du, 2017; Çakmak et al., 2019). Educational systems can better equip new teachers by providing support systems that include mentorship, professional development, and a focus on relationship-building skills.

Educational institutions should establish support systems, mentorship programs, and continuous professional development opportunities to address the challenges faced by novice teachers. These initiatives can help novice teachers improve their teaching effectiveness, overcome challenges, and succeed in their profession. Researchers have pointed out that passion, empathy, and a knack for storytelling are some of the key attributes that set great teachers apart.

This study explores the strategies and approaches novice teachers employ to build meaningful connections with their students. By examining the experiences of teachers who have demonstrated exceptional commitment to meeting the diverse needs of their students, this research seeks to identify the key attributes, practices, and theoretical frameworks that underpin successful teacher-student relationships. Through this exploration, the study hopes to contribute to a more comprehensive understanding of the potential impact of novice teachers and inform the development of supportive practices within teacher education programs.

3.2 Mentoring and Support Programs

Mentoring and support programs play a vital role in helping new teachers transition into the school system, develop professionally, and improve their retention and effectiveness. In recent years, mentorship and support systems for inexperienced teachers have undergone significant changes and improvements to meet the needs of novice educators better.

Implementing effective mentoring strategies often involves adopting multiple approaches that go beyond the scope of traditional in-house support. External mentors can offer targeted guidance and assistance, free from the constraints imposed by school personnel while prioritizing essential factors such as open communication, fostering a supportive and non-hierarchical relationship, promoting independence, providing constructive feedback, and facilitating collaborative coaching (Ewing, 2021).

Research has shown that well-structured mentoring and induction programs can improve novice instructors' retention, instruction, and student achievement, ultimately reducing teacher turnover,

enhancing instructional practices, and fostering school collaboration (Zembytska, 2015; Sydnor et al., 2023). These programs provide novice teachers with the necessary support and guidance to navigate the challenges of their early teaching experiences and develop their professional skills.

In the Israeli context, mentorship networks strongly emphasize instructional skills and professional identity development for beginner teachers. Schatz-Oppenheimer (2017) highlights the importance of mentor training in addressing prospective mentors' diverse views of mentoring and ensuring they are well-equipped to effectively support novice teachers. Mentors, or "connectors," as they are sometimes referred to, play a crucial role in helping inexperienced instructors grow and remain in the profession. Vaitzman Ben-David and Berkovich (2021) argue that these mentors can significantly improve novice teachers' early teaching experiences and outcomes by providing them with the necessary support, guidance, and resources to succeed.

The literature on mentoring and support programs for novice teachers emphasizes the importance of these initiatives in fostering professional growth, improving retention, and ultimately enhancing the quality of education provided to students. As the field of education continues to evolve, it is essential to explore further the specific strategies and approaches employed by successful mentoring and support programs to inform the development of even more effective support systems for novice teachers.

3.3 Self-Determination Theory (SDT)

Self-determination theory (SDT), developed by Deci and Ryan (2008), is a well-established theoretical paradigm that highlights the significance of a conducive environment in fostering the fundamental psychological needs of connectedness, proficiency, and self-governance. This theoretical framework has been thoroughly examined in the context of the competence and growth of novice instructors throughout their initial year of employment (Howard et al., 2020).

Research grounded in SDT indicates that providing support for the psychological needs of novice instructors through learning communities and mentorship programs can have a distinct impact on their growth and motivation (Reeve, 2019; Vansteenkiste et al., 2012). Inexperienced educators who regard their professional surroundings as conducive to their psychological requirements tend to experience greater job satisfaction and reduced burnout rates (Klassen & Chiu, 2010). Furthermore, Wang et al. (2017) found that rookie instructors who received mentorship support experienced increased levels of autonomy and competence, which in turn positively influenced their job satisfaction and commitment to teaching. Moreover, research has demonstrated that when new teachers have their fundamental psychological needs fulfilled, such as their need for connection, proficiency, and independence, they experience optimal growth, self-driven motivation, and competence. This, in turn, significantly impacts their professional growth and overall well-being (Ryan & Deci, 2020; Reeve, 2019). The development of inexperienced teachers' skills and independence becomes apparent when their emotional needs are fulfilled, positively influencing their professional progress and overall welfare (Kaplan, 2021; 2022). A longitudinal study showcasing the impact of learning communities on novice teachers during their internship

year and one year after serves as an example of the positive impact of addressing the psychological needs of novice teachers. The study emphasized the significance of addressing the psychological needs of novice teachers for connection, proficiency, and independence (Kaplan, 2021; 2022; Kaplan et al., 2021). These findings suggest that educational institutions must give utmost importance to catering to the psychological requirements of inexperienced teachers by implementing mentorship programs and other pertinent efforts.

Applying Self-Determination Theory (SDT) to novice teachers underscores the importance of supporting their fundamental psychological needs, such as competence, autonomy, and relatedness. This support can positively affect their professional growth and well-being, increasing teacher retention and improving student achievement. By creating environments that foster autonomy, competence, and relatedness, educational institutions can improve motivation and well-being among novice teachers, leading to better outcomes for educators and students. The insights provided by SDT in educational contexts can inform the development of targeted interventions and support systems that address the unique needs of novice teachers, ensuring their success and long-term commitment to the profession.

3.4 The Ecological Model

The ecological model, conceptualized by Urie Bronfenbrenner in the late 20th century (1974, 1995), provides a comprehensive framework for understanding human development within the complex interplay of systems surrounding an individual. Bronfenbrenner (1979) proposes that an individual is influenced by and influences their environment, which consists of four interconnected systems centered around the individual.

This model is particularly relevant in early childhood education, as it emphasizes the importance of considering multiple environmental layers - from immediate surroundings to broader societal influences - in shaping a child's learning and development. Recent scholarship has built on Bronfenbrenner's foundational work and adapted his ecological systems theory to address contemporary challenges and opportunities in early childhood education (Elliott & Davis, 2020).

The ecological model sheds light on how various factors, from the microsystem (e.g., interactions with educators and peers) to the macrosystem (e.g., cultural values and educational policies), influence children's development in early childhood settings (Perry & Dockett, 2018). For example, Bulotsky-Shearer et al. (2020) found that the quality of teacher-child interactions within the classroom, a crucial element of the microsystem, can moderate the effects of social risks on problem behaviors and enhance social competence among preschoolers.

The ecological model also emphasizes the importance of teacher agency in early childhood education, highlighting the role of educators in navigating and integrating the various systems that impact child development. Leijen et al. (2020) suggest that when educators reflect on their practices and understand ecological systems, they can more effectively support child development. Additionally, the model underscores the importance of inclusive education practices, which, when

viewed through an ecological lens, entail modifying educational environments to cater to the diverse needs of all learners, fostering a culture of acceptance and support within early childhood settings (Stepanova et al., 2021).

Recent research has also explored the potential of viewing early childhood education through a sustainability lens, focusing on aligning ecological principles to nurture children's development in harmony with their environment (Hayes & Filipović, 2018). This approach aligns with the ecological model's emphasis on the interconnectedness of human development and environmental systems.

When working with students in educational settings, it is essential to consider the four systems that surround them: cognitive, social, and emotional. These systems must be well-coordinated for optimal child development, as a lack of coordination or conflict between them can negatively impact a child's growth, even if each system functions independently. Leijen, Pedaste, and Lepp (2020) highlight how novice teachers can use their agency to reflect on their professional environment and navigate the different layers of their work setting, developing their professional skills and dealing with their job's structural and cultural aspects. Zavelevsky et al. (2022) further explore ecological school culture and identify critical factors contributing to novice teacher retention, such as training, support, supervision, and socialization processes, emphasizing the role of principals in creating a supportive environment.

The ecological model is a vital tool for early childhood educators, providing a multifaceted perspective on the various influences on child development. By considering the interplay between individual, relational, and broader systemic factors, educators can create more responsive and supportive learning environments that cater to the holistic needs of young learners. This model encourages new teachers to reflect on the systems influencing their teaching practice, develop strategies to improve their effectiveness in the classroom, navigate education, and build a sustainable career.

3.5 Educational Eros

The concept of Eros has played a significant role in human culture for centuries. Hesiod, a renowned philosopher of ancient Greece, proposed that Eros was the oldest deity responsible for harmonizing the diverse components of the cosmos (Miller, 2009). Eros drives human activity, involvement, and action, persistently pushing individuals to help others even in complex, seemingly impossible situations. It is often associated with the emotion of love, which drives individuals to seek out what they lack (Hull, 2002).

Pryer (2001) suggests that teaching and learning can be seen as erotic, involving the continual loss and finding of self in the Other through intimate, sensual engagement with the world. Eros, fueled by ever-unfulfilled desires, moves individuals to seek union with the Other, giving rise to the vital coupling of self and environment and contributing to their evolution. In this sense, pedagogy itself can be seen as an erotic encounter, a deliberate wounding that is both humiliating and life-giving.

Tsabar (2014) argues that Eros plays a fundamental role in teaching and learning, exposing deep layers of educational practice. He draws on Plato's notion that all people are inherently curious and want to know, suggesting that the educator's role is to correctly direct one's inner forces, employing the passion for inquiry and investigation. Similarly, Main (2012) stated that education requires a focused method to awaken a child's psyche, often through encounters with significant figures.

In educational settings, genuine teacher-student interactions rooted in mutual respect and trust can foster deep connections imbued with love. Meaningful educational practices are not merely theoretical aspirations but a willingness to take concrete actions guided by a sense of responsibility, a love for teaching, and a commitment to realizing one's educational goals. A pedagogical approach grounded in educational eros involves a sustained dedication to the success of every student, even in the face of setbacks.

Effective educators who possess educational eros love their students and relish their time together. They work towards their betterment by nurturing, teaching, inspiring, engaging in meaningful conversations, offering guidance, sharing laughter, and taking pride in their accomplishments (Tsabar, 2014; Craig, 2022). These educators enjoy their work, approaching each day with passion and enthusiasm and creating a classroom environment conducive to student engagement, attentiveness, and participation (Hattie, 2003).

Research has shown that teachers who possess educational eros can develop meaningful relationships with their students, significantly impacting their lives (Martin & Collie, 2019; Split et al., 2011; Wentzel, 2002). This relationship is crucial for the healthy development and establishment of attachment and basic trust in children (Deci & Ryan, 2000; Hamre & Pianta, 2005). These teachers operate from a psycho-social educational perception, which is essential to address all students' cultural, emotional, social, and cognitive needs, particularly those at risk or facing multiple difficulties (Mor & Bar-Shalom, 2007; Bar-Shalom, 2014).

Overall, the concept of Eros has significantly shaped our understanding of teaching and learning, highlighting the importance of passion, curiosity, and intimate engagement with the world. By embracing educational eros, teachers can create meaningful connections with their students, fostering an environment of growth, trust, and mutual respect that positively impacts both the educators and the learners.

3.6 Narrative Pedagogy

Narrative pedagogy is an educational approach that utilizes personal stories and experiences as a teaching tool. This approach emphasizes the central role of narrative in the learning process and aims to develop reflective skills for clinical and educational practice. By interpreting individuals' stories and values, narrative pedagogy allows for shared meanings to be derived, providing a space for students to share and be heard (Ironsides, 2014, 2015). This pedagogical approach aligns with the idea that knowledge is constructed through social interaction and personal stories, making learning a highly personal and engaging process. Narrative pedagogy facilitates connections

between educators, students, and the content being taught, ultimately enhancing the overall educational experience (Goh, 2019). Research has demonstrated the effectiveness of narrative pedagogy in various educational contexts. For instance, it has been found to enhance students' empathy and critical sociocultural knowledge development, promote reflective and transformative learning experiences for teachers, and improve communication skills in clinical settings. Jiang and Li (2022) have demonstrated the efficacy of narrative pedagogy in social work teaching by using stories to help students understand the humanistic backgrounds of marginalized groups. Similarly, Grewal et al. (2019) have shown how narrative approaches in teacher education can transform the learning community by promoting a culture of inquiry and collaboration among teacher candidates. These studies highlight the versatility of narrative pedagogy as a pedagogical tool across different educational contexts.

Narrative pedagogy is a powerful approach that promotes a deeper understanding of language, race, and power issues. Emphasizing personal stories and experiences makes learning inclusive and dynamic. When novice teachers embrace narrative pedagogy, they can develop reflective skills and enhance their students' overall educational experience.

The use of narrative pedagogy has the potential to create a more engaging and meaningful learning environment. By sharing personal stories and experiences, educators can foster a sense of connection and relatability with their students, making the learning process more accessible and relevant. This approach also encourages students to reflect on their own experiences and perspectives, promoting critical thinking and self-awareness.

Furthermore, narrative pedagogy can effectively address complex social issues, such as language, race, and power dynamics. This approach can promote a more inclusive and equitable learning environment by providing a platform for diverse voices and experiences to be heard and valued.

As novice teachers navigate the challenges of their early careers, incorporating narrative pedagogy into their teaching practice can help them develop strong relationships with their students and create a more engaging and impactful learning experience. By embracing the power of personal stories and experiences, educators can inspire their students to become active participants in their own learning and growth.

4. METHODOLOGY

We conducted a qualitative study following the phenomenological-interpretive tradition to gain insights into the factors contributing to novice teachers' success. This research approach focuses on understanding human experiences and analyzing various experiences within the same context to identify their essential meanings (Alase, 2017). Scholars have significantly contributed to advancing this type of research (Smith & Nizza, 2022).

4.1 Participants

Our research analyzed the success stories of novice teachers during their first year of teaching by conducting semi-structured interviews with 48 participants, 44 of whom were female and 4 were

male, with diverse educational backgrounds. The participants were in the final stages of their internship at a teacher training college in Israel, where Arab and Jewish students were either segregated or integrated into different training tracks. For this study, we focused on 17 participants who successfully guided their students towards achievement during their internship, using their inspiring success stories as the primary data source for the current paper.

4.2 Research Tools

We relied on unstructured, in-depth interviews to obtain a detailed description of the novice teachers' multi-level experiences during their internship period. This approach allowed us to delve into the participants' successes, achievements, and sources of support received during their first year of teaching (Creswell & Poth, 2018). In-depth interviews are ideal for understanding the interviewees' identities, educational backgrounds, challenges, coping methods, and success experiences (Merriam & Tisdell, 2015). All interviews were recorded and transcribed for analysis, providing rich and thorough information about the participants.

4.3 Data Analysis

We conducted a qualitative analysis to discover interview components, create themes and categories, and develop hypotheses and explanations. The approach involved coding to locate "meaning units" and abstracting and interpreting them into themes (Braun & Clarke, 2019).

4.4 Ethical Considerations

Throughout the research process, we meticulously followed ethical standards to safeguard the well-being and rights of all participants, as prescribed by Farrugia (2019). Prior to the commencement of the study, all participants were requested to sign a consent form confirming their willingness to participate. The study used ethical principles governing the researcher's conduct, such as mutual respect, trust, mutuality, and cooperation. We altered their names and removed any identifiable information to ensure the participants' confidentiality and privacy.

4.5 Reliability and Credibility

To ensure the reliability and credibility of the findings, the interviews, transcripts, and analyses were reviewed and validated by knowledgeable colleagues in the college department. This critical validation process enhances the dependability and trustworthiness of the results and provides high confidence in their accuracy.

By employing a rigorous qualitative research methodology, we uncovered valuable insights into the experiences and practices of successful novice teachers. The study's findings contribute to a deeper understanding of the factors that enable novice teachers to positively impact their students' lives and academic achievements.

5. FINDINGS

The teachers we interviewed demonstrated a profound understanding of their students as unique individuals with their own hopes, fears, and challenges rather than merely seeing them as faces in

a classroom. These educators took the time to understand each child's background. They tailored their approach accordingly, employing innovative strategies such as using sandboxes to soothe an angry student or singing songs to teach colors. Their ability to think outside the box and adapt their teaching methods to meet the specific needs of each student was a hallmark of their success.

Empathy emerged as a superpower possessed by many of the teachers we spoke to. Drawing from their own painful experiences, such as losing a parent or feeling like an outcast, these educators were able to connect with their students on a deep, emotional level. By showing their students that it was okay to be vulnerable, make mistakes, and have bad days, these teachers created a safe space where genuine learning could take place.

Our research delves into the experiences of novice teachers who have established strong relationships with their students. Through the analysis of in-depth interviews, the study identifies three key attributes that contribute to these relationships:

1. A view of children as part of an ecological system involving their families, communities, and schools.
2. A commitment to helping students in need.
3. The use of innovative teaching methods to foster curiosity and accommodate diverse learning needs.

The findings also highlight the importance of teacher empathy, personal narratives in teaching, and individualized approaches to education. These elements are crucial for creating meaningful connections and enhancing early learning experiences.

The study utilizes Ecological Systems Theory, Educational Eros, Narrative Pedagogy, and Self-Determination Theory to comprehend the impact of these relationships. These theoretical frameworks provide a lens to understand the complex interplay of factors contributing to successful teacher-student relationships and positive learning outcomes.

By applying these theoretical frameworks to our findings, we gain a deeper understanding of how novice teachers can create meaningful connections with their students and positively impact their early learning experiences. The insights gained from this study can inform teacher education programs and support systems, helping to cultivate a new generation of empathetic, innovative, and dedicated educators.

The stories and experiences shared by novice teachers in this study are powerful examples of the transformative potential of education when educators prioritize building strong, supportive relationships with their students. These teachers created learning environments that fostered growth, resilience, and academic success by viewing children as unique individuals, drawing upon their own life experiences, and employing creative teaching strategies.

The Power of Personal Experience

Hila, Rachel, and Lili have openly shared their experiences, allowing them to form meaningful connections with the children they worked with and advocated for. Hila lost her father at a young age, but she was able to relate to and assist a child who also suddenly lost his father. Rachel grew up with only her father after her mother abandoned her, and from this traumatic experience, she formed a bond with a neglected child who had severe disabilities. On the other hand, Lili was an insecure student in class, and from that vulnerable place, she was able to create a profound connection with a rejected child who had a complex profile.

Empathy Through Shared Loss: Hila's Story

Hila worked as a kindergarten teacher in a regular kindergarten and was told of dealing with a traumatic event in her kindergarten when one of the children's fathers suddenly passed away. She was the one who had to tell him and the other children what happened:

"The father of Avi, one of the kids, died of a heart attack at age 32...One morning, he just felt unwell...before his son woke up...they took him to the hospital, and he passed away on the way. The boy came to me in the morning as usual, and then they notified me that his father had died...Dealing with having to go into the kindergarten smiling like everything is fine and normal, and make some switch...{falls silent with a sad look}...You know... when I was a child, I lost my father in the Lebanon war, and I was around the same age...So I also told the boy that I had lost my dad. I asked him to tell me about things he liked to do with his dad, and also what I loved, to show him that we actually went through the same thing and that I am okay now, and I am grown up, and I smile and laugh and play, meaning everything continues even though we miss Dad...Moreover, we had a good connection".

Hila uses her pain and resilience in the face of loss to help a child in a similar situation. The phrase "everything continues" repeats several times as if to convince herself and him of a seemingly impossible task: to lose one's father yet process the grief and continue living as if nothing happened. However, later, she describes a creative way of processing the child's mourning in the kindergarten:

"We wrote a letter to Dad every day in kindergarten. It was not easy; it was painful. The child longed for his father, and he worried about his mom, who always cried. At the end of the year, we put together all the letters and everything he told us about his dad and brought it to his mom and him. It was difficult for all the kindergarten children. They buried many toys, and in the doll's corner, they talked about 'Mom died' and 'Dad died.' They even told their parents that my dad had died, too. However, we moved on. Having time every day for him to talk about his dad helped him get through the day as usual, play, be happy, and make friends with the kids. That is important. I projected this strongly, and Avi grasped that. I say he was lucky I was in the kindergarten because I understood him, and from a similar place, I could help him".

Here, responsibility towards the child stands out, as does the ability to be attentive to him and take a holistic ecological view of him.

The intern's coping with the child positively impacts the mother at home.

Hila's narrative begins with a heartrending challenge: supporting a young student grieving the sudden loss of his father. Drawing from her own childhood experience of losing her father, Hila shared her story with the child, creating a bridge of mutual understanding and empathy. This sharing facilitated a unique bond, allowing for a therapeutic process that extended to the entire classroom. Together, they wrote letters to the deceased, a collective endeavor that enabled mourning and healing. Hila's approach exemplifies the core principles of Narrative Pedagogy, highlighting the profound educational impact of sharing personal stories. This narrative exchange offered solace to the grieving child. It fostered a sense of community and resilience within the classroom, illustrating the transformative power of vulnerability and empathy in educational settings.

Overcoming Adversity

Fostering Confidence in the Face of Fear: Lili's Story

Lili worked as a kindergarten teacher in a special education kindergarten for children ages 3-5 referred due to language difficulties and significant emotional issues. She talks about a child with multiple difficulties in kindergarten: restlessness, anxiety, fears, and low social skills:

"I had a boy who could not sit still during group work...he would wander off behind the cabinets, play alone..."

She decides not to give up on him and insists that he sits with all the children during story time for two minutes. Over time, she gradually increases the duration of his participation during group story time. Eventually, he succeeded in sitting through the entire story time every day.

She continues: " From his mother's stories, I understood that they gave up on him in his previous preschool. It was just more convenient for the teacher that he would play quietly behind the cubbies. He was a very fearful child. Everyone else built blocks, and he built guns. His drawings involved guns or everything painted very dark blue or black, no matter what was drawn on the page. My staff and I discovered he was in a constant state of fear and anxiety. He told us he was underground, and snakes and crocodiles were waiting to bite him and his parents...There was teamwork here to free him of his fears; even the children helped him. At first, they participated in his gun and soldier play, and later mediated and suggested shifting to different games – animals and house games. Then, a friend he already trusted invited him to play with him. It was wonderful to see that".

Lili shares her experience of working with a "fearful" child who is "stuck," lacking security and trust, and experiencing the world as alienating and threatening. Later, she recounts her own childhood story, which constituted a meaningful resource for connecting with and succeeding with this and other similar children:

"...as a child, I lacked confidence about many things – whether participating in class or not. When I did participate, the teacher would tell me it was nonsense. Most teachers put me down and did not like me. I also did not have good friends. I think what I went through as a child helped me understand these kids and help them..."

There is a responsibility here, manifesting as persistence without giving up – to insist and continue with a profound understanding of what he is going through and what he needs, making him visible in the kindergarten. The intern also takes pride in him and the achievements he attained.

Lili shares her journey with a child perceived as a misfit due to his restlessness and anxiety. By refusing to let him retreat into isolation and gradually encouraging his participation in group activities, Lili helped the child overcome his fears and confidently engage with his peers. Her story is of persistence, tailored understanding, and the profound impact of recognizing and nurturing individual student needs. Lili's interventions align with the SDT focus on fostering competence and relatedness. Her patient and personalized approach helped the child master his fears and enhanced his sense of belonging within the classroom. This narrative underscores the critical role of empathy, persistence, and tailored pedagogical strategies in supporting student well-being and intrinsic motivation.

Empathy, Understanding, and Role Modeling

The stories of Flora, Nora, Yael, Eden, and Rania illustrate the significant impact novice teachers can have on their students. These stories demonstrate the power of empathy, personalized engagement, and positive role modeling in fostering growth, resilience, and academic success. Flora formed a meaningful connection with a neglected child and promoted his academic achievements by integrating unconditional love and acceptance, along with ongoing feedback and reinforcement of his kindergarten work. Similarly, Eden, Diana, and Mirvat emphasized the importance of physically and emotionally supporting their students while being role models for staff and parents. On the other hand, Rania showed a deep understanding of the world of adolescent girls and tailored her approach to meet their educational needs effectively. These stories enrich our understanding of how teachers navigate complex emotional landscapes to help their students thrive.

Empathy and Cultural Sensitivity: Flora's Story

Flora, a kindergarten teacher in a Jewish-Arab kindergarten, connects with a rejected Arab child with a complex family and national and political background. The tremor in her voice underscores her hesitation, fear, and reservations. With courage and honesty, she shares her feelings: "I had one child I was very, very wary of; at first, he was an Arab child." Later, she elaborates that it was not due to a language barrier since she succeeded in communicating via pantomime, but rather his violent behavior and use of "terrorist suicide bomber" costumes against the backdrop of knowing his uncle "committed a terror attack." She describes coping with him as back-and-forth attempts of approaching and distancing from him, which ultimately helped her see his distress as a "child

like all children with many struggles desperately needing warmth and love." With this insight, she succeeds in reaching out and meeting his needs.

She describes at length the process of connecting with him and empowering his abilities. Flora adds about her relationship with the child's father and how she helped him accept the child and see what makes him special.

Flora's journey in a Jewish-Arab kindergarten is a testament to the transformative power of empathy and cultural sensitivity. Facing her initial reservations, Flora navigated a complex relationship with a rejected Arab child whose family background and behavioral challenges presented unique obstacles. Through persistent efforts to connect, characterized by empathy and a willingness to understand the child's underlying distress, Flora forged a meaningful bond that transcended cultural and linguistic barriers, ultimately facilitating the child's social and emotional development.

This narrative exemplifies the Ecological Systems Theory by illustrating how individual relationships can influence and be influenced by broader societal and cultural contexts. Flora's ability to see beyond the child's immediate behavior to the broader ecological factors at play underscores the importance of a holistic approach in educational settings, emphasizing the role of teachers in bridging cultural divides and fostering an inclusive, empathetic classroom environment.

Navigating Emotional Challenges: Eden's Story

Eden works in a regular preschool and recounts a special connection with a girl prone to angry, uncontrolled outbursts. Eden emphasizes that it was difficult for the mother and educational staff to calm her during episodes. Her story paints a picture of helpless, frustrated adults facing an out-of-control four-year-old, unable to soothe her. Eden describes one of her daily meltdowns in preschool and how she succeeded in approaching and calming the girl down. In her words, Eden reveals profound insight into the child's distress and her ability to meet her needs, viewing the outbursts as temperamental rather than severe behavioral problems.

Eden conceptualizes what makes her abilities unique with this and other children in preschool. Eden's account of connecting with a preschooler prone to intense emotional outbursts highlights the critical role of understanding and patience in addressing students' needs. By approaching the child's tantrums as expressions of distress rather than disciplinary issues, Eden could calm and reassure her student, demonstrating a unique capacity to meet children where they are emotionally and guide them toward self-regulation and emotional resilience.

Eden's story resonates with the principles of Self-Determination Theory, particularly the need for relatedness and competence. By acknowledging the child's emotional experiences and responding with empathy rather than punishment, Eden fostered a sense of security and belonging, enabling the child to develop a stronger sense of self-efficacy and emotional competence.

Role Modeling and Positive Reinforcement: Rania's Story

Rania worked as a teacher in a class for at-risk young girls, whom she succeeded in re-engaging in their studies. She recounts the process with one student:

"When I first came to teach, the student Reem approached me and said: ...We do not want you here... I do not want to come to your class".

She continues:

"I knew she was a good student and that something had happened to her this past year. So, I said no problem; I would not force anyone to attend my class. I do not take attendance, and I will not be the person to impose anything on them. Those who want to come and enjoy coming are welcome. Otherwise, it is also fine...I started with an introduction and a short conversation. When class ended and the students went on break, Reem took me aside and said: "I have had terrible days because of the teacher (we did not get along) ... I am sorry I told you I do not want to learn. However, I promise I will never skip your class based on how you treat me." ... Moreover, she did not skip a single lesson, and significant positive behavioral changes occurred. After two months, the principal came multiple times to ask me what exactly I did with this student. The girl started caring about her studies again, attaining high grades... I received feedback from her teachers that she began reading more, has more self-confidence, and has started participating in class even if she risks being wrong. I succeeded in seeing the positives in her and the other students. Many said unencouraging things to her like - you are always late, your behavior is unacceptable, your parents must come to school, etc. On the other hand, I always told her positive things - that she is smart, can try, and has reading and writing abilities. I instilled motivation in her."

Rania became a significant adult figure for Reem, who relied on her and confided in her about personal difficulties: "She would come to me about personal issues too—problems with parents, peers, and troubles at school with teachers. Despite me not being the official homeroom teacher, she felt I was someone she could open up to."

Rania's experience with at-risk girls showcases the impact of positive role modeling and the power of encouragement. Her refusal to impose attendance and her open, accepting demeanor led to significant behavioral and academic improvements in her students, particularly Reem. Rania inspired confidence and motivation by focusing on the positives and providing a space where students felt valued and understood, re-engaging them with their education and personal growth. Rania's approach embodies the concept of Educational Eros, where a deep, passionate commitment to pupils' well-being and development fuels teaching. Her role as a significant adult figure, offering both academic guidance and personal support, highlights the erosive power of education to inspire and transform, fostering an environment where students are motivated to learn and grow.

Creative Teaching and Effective Pedagogy

There has been a shift toward child-centered teaching methods, moving away from traditional approaches. This research delves into how new teachers have embraced this method to showcase the effects of teaching and creative learning on student achievement. Here, we share the uplifting

experiences of seven educators who used tactics to engage with struggling learners. These teachers successfully unlocked their students' full potential through tailored teaching techniques that addressed student needs. Their stories highlight the effectiveness of teaching methods when working patiently with students who require approaches. To demonstrate the impact of these strategies, we focus on three stories that emphasize our study's core theme. These narratives emphasize the significance of empathy, creativity, and resilience in crafting experiences that inspire and empower students from different backgrounds. By delving into these accounts, we glean insights into how new teachers can navigate learning settings to make a meaningful difference in their student's lives.

The first story focuses on Lina, a kindergarten special education teacher who employed innovative strategies to support a student with behavioral issues from a challenging home environment. The second narrative follows Samia, a novice teacher in regular kindergarten, who collaborated with a student's mother to develop a multi-sensory approach to teaching colors, helping the child overcome learning difficulties and gain confidence. The final story showcases Suzan's perseverance in helping a student with autism develop social skills and participate in meaningful classroom experiences.

Lina's Story

"In my kindergarten class, there is a 6-year-old boy who comes from a difficult home environment. His parents have mental health issues, and he often displays aggressive behavior and uses foul language. However, I have found that playing with sand helps to calm him down. So, I made him a small sandbox and appointed him as the "policeman" of the yard. This helped him to learn more respectful language and improve his behavior...I also noticed that he loves to ride his bicycle, so I used that to encourage good behavior. Every time we go outside, I let him ride his bike first and praise him in front of the other children for his riding skills. I even taught him some traffic signs and put them on the path so he could ride safely and according to the rules...Moreover, when he gets angry, I create a "curse box" for him to use. This has helped him to control his emotions and avoid using foul language. Since I started using these interventions, the boy has become much calmer and better behaved in class..."

Lina's story showcases the power of creative teaching in addressing behavioral issues stemming from challenging home environments. By identifying the student's interests and using them as tools for positive reinforcement, Lina created a supportive learning environment that encouraged better behavior and emotional regulation. Her innovative approach exemplifies the importance of adapting teaching methods to meet the unique needs of each student, particularly those facing adversity.

Samia's Story

"I remember meeting Ali, a shy and quiet 5-year-old kindergarten kid. He had trouble differentiating and naming colors, and it was clear that his abilities were below those of his peers.

I tried my best to teach him, but we started from scratch every morning, and Ali's lack of confidence made it even more challenging. One day, after researching Ali's case and talking to his mother, I realized she was linking colors to English words instead of teaching them in Arabic. I knew this confused Ali, so I partnered with his mother. Together, we shared class activities and tools, using tangible objects like oranges for the color orange and cucumbers for green. We also sang color songs and used apps to help Ali learn. Over time, Ali began to improve his abilities and gain more confidence. It was amazing to see him finally learn to name, remember, and differentiate all the colors without additional aids. This experience taught me the power of collaboration between parents and teachers and the importance of finding innovative ways to teach children..."

Samia's story highlights the significance of collaboration between educators and parents in supporting student learning. By identifying the root cause of Ali's struggles and working with his mother to create a consistent, multi-sensory approach to teaching colors, Samia was able to help Ali overcome his challenges and gain confidence in his abilities. This story demonstrates the impact of creative, individualized teaching methods and the importance of fostering strong partnerships between home and school.

Suzan's Story

"...I had a challenge when I took over the special education kindergarten class and met Haya as a new teacher... Haya, who had autism, imposed her conduct on the class. The former teacher and assistant tolerated her condition, but I had to get Haya to interact with the other pupils... It took a lot of patience, persistence, and discipline to get Haya out from under tables and follow classroom regulations. I stopped her from escaping during sleep. Haya began interacting with her peers at breakfast/lunch, and the principal noted a decrease in her crying...The hardest part was encouraging Haya to attend the Mother's Day party and prepare a gift for her mom, but I was determined to help. Haya attended the party and gave a gift to her mom with encouragement and assistance. This was Haya's big win, and we were proud...This taught me that everyone has a unique path, and it is crucial to find the perfect one to help them achieve..."

Suzan's story illustrates the transformative power of perseverance and individualized support in helping students with special needs thrive. By setting clear expectations, providing consistent guidance, and celebrating small victories, Suzan was able to help Haya develop social skills and participate in meaningful classroom experiences. This story underscores the importance of educators willing to go the extra mile to create inclusive learning environments that empower all students to reach their full potential.

Through these stories, we witness the transformative power of tailored education and novice teachers' essential role in implementing creative strategies to support their students. These educators have unlocked the keys to boosting engagement, confidence, and skills by connecting with their pupils' interests and abilities. Their flexible and individualized approaches have allowed students to thrive, providing hope and practical strategies for unleashing every child's potential.

The stories presented above illustrate the transformative nature of pedagogy and how novice educators navigate the complexities of diverse learning environments to impact their students' lives significantly. Lina, Samia, and Suzan exemplify tailored education's transformative power through innovative strategies. These narratives highlight the essential role of empathy, creativity, and resilience in creating learning experiences that educate and empower students. These stories offer an inspiring example of how educators can utilize innovative teaching methods and perseverance to make a significant impact. By connecting with their students' interests and abilities, these teachers have unlocked the keys to boosting engagement, confidence, and skills. Their flexible and individualized approaches have allowed their students to thrive, providing hope and practical strategies for unleashing the potential of every student. These stories are a testament to the magic that happens when teachers can see beyond labels and tap into children's marvelous capacity for growth.

In summary, the findings reveal teacher-student relationships' profound and multifaceted nature, emphasizing the importance of empathy, understanding, and innovative approaches. The research showcases how educators forge transformative connections with their students and significantly influence their academic and emotional development. Theoretical frameworks offer a rich, multidimensional perspective on the findings, highlighting the essential role of empathy, understanding, and innovative approaches in creating meaningful educational environments. The study underscores the significance of nurturing empathetic, understanding, and innovative teaching practices as cornerstones of effective education.

6. DISCUSSION

This study offers valuable insights into the experiences of novice teachers and the factors that contribute to their success in building strong relationships with students and supporting their academic and emotional development. The findings highlight several key lessons that can be drawn from the experiences of these exemplary novice teachers.

First and foremost, the study underscores the importance of relationships in the teaching profession. The novice teachers who were most successful in their first year of teaching were those who took the time to understand each student's unique background, needs, and challenges. By building strong, empathetic relationships with their students, these teachers created a nurturing atmosphere that fostered academic progress and emotional well-being.

Second, the study highlights the value of creativity and innovation in teaching. The novice teachers who were most effective in engaging their students were those who were willing to think outside the box and try new approaches when traditional methods were not working. Whether using sandboxes to soothe an angry student or singing songs to teach colors, these teachers demonstrated the importance of being flexible and adaptable to meet the diverse needs of their students.

Third, the study emphasizes the power of empathy and vulnerability in the classroom. The novice teachers who could connect with their students on a deep, emotional level were willing to share

their own struggles and experiences. By showing their students that it was okay to be vulnerable and make mistakes, these teachers created a safe space where genuine learning and growth could take place.

The findings of this study are consistent with several theoretical frameworks that have been used to understand the factors that contribute to successful teaching and learning. For example, Narrative Pedagogy (Pryer, 2001; Goh, 2019) highlights the importance of using personal stories and experiences as a teaching tool, while Self-Determination Theory (Deci & Ryan, 2008; Howard et al., 2020; Ryan & Deci, 2020; Reeve, 2019) emphasizes the importance of nurturing students' psychological needs for autonomy, competence, and relatedness. Similarly, Ecological Systems Theory (Bronfenbrenner, 1979) stresses the need to consider the broader context in which students live and learn, while Educational Eros (Tsabar, 2014; Craig, 2022) underscores the passion and affection that fuel meaningful educational practices.

The narratives shared by individuals like Hila, Lili, Flora, Eden, and Rania illustrate how vulnerability, empathy, cultural awareness, and positive reinforcement can create a nurturing atmosphere that supports student learning and development. These stories align with research that emphasizes the importance of teacher-student relationships (Hamre & Pianta, 2005; Schatz-Oppenheimer & Dvir, 2014) and how new teachers' experiences shape their professional growth.

The findings of this study have important implications for teacher education programs and school leaders who seek to support novice teachers in their early years of teaching. By emphasizing the importance of relationships, creativity, and empathy in the classroom and providing novice teachers with the tools and support they need to develop these skills, we can help cultivate a new generation of effective, compassionate educators who are well-equipped to meet the diverse needs of their students.

This study enriches the existing literature by offering a nuanced view of how novice teachers navigate their roles and the factors that contribute to their success in building strong relationships with students. The insights gained from this research can inform the design of teacher education programs and support systems for novice teachers, helping to ensure that they have the skills, knowledge, and support they need to thrive in their early years of teaching.

7. CONCLUSION

The findings of this study underscore the transformative potential of novice teachers who approach their work with empathy, creativity, and a deep commitment to understanding their students' unique needs and backgrounds. By fostering strong relationships, embracing vulnerability, and adapting their teaching methods to meet diverse learning needs, these educators create nurturing environments that support academic growth and emotional well-being.

The insights gained from this research contribute to a growing body of literature that highlights the importance of supporting novice teachers in their early years of teaching. By providing them with the tools, knowledge, and support they need to develop strong relationships with their students

and navigate the complexities of diverse cultural settings, we can help cultivate a new generation of compassionate, effective educators.

8. RECOMMENDATIONS

Based on this study's findings, we recommend that teacher education programs place a greater emphasis on developing novice teachers' relational skills, cultural competence, and adaptive teaching abilities. This can be achieved through a combination of coursework, mentorship, and practical experience in diverse educational settings. Additionally, we recommend that schools and educational institutions provide ongoing support and professional development opportunities for novice teachers, particularly during their first few years of teaching. This can include access to experienced mentors, peer support networks, and targeted training in areas such as classroom management, cultural responsiveness, and social-emotional learning.

REFERENCES

- Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education and Literacy Studies*, 5(2), 9-19. <https://doi.org/10.7575/aiac.ijels.v.5n.2p.9>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Bronfenbrenner, U. (1974). Developmental Research, Public Policy, and the Ecology of Childhood. *Child Development*, 45(1), 1–5. <https://doi.org/10.2307/1127743>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 619–647). American Psychological Association. <https://doi.org/10.1037/10176-018>
- Bulotsky-Shearer, R. J., Fernandez, V. A., Bichay-Awadalla, K., Bailey, J., Futterer, J., & Qi, C. H. (2020). Teacher-child interaction quality moderates social risks associated with problem behavior in preschool classroom contexts. *Journal of Applied Developmental Psychology*, 67, 101103. <https://doi.org/10.1016/j.appdev.2019.101103>
- Çakmak, M., Gündüz, M., & Emstad, A. B. (2019). Challenging moments of novice teachers: Survival strategies developed through experiences. *Cambridge Journal of Education*, 49(2), 147-162. <https://doi.org/10.1080/0305764X.2018.1476465>

- Chaaban, Y., & Du, X. (2017). Novice teachers' job satisfaction and coping strategies: Overcoming contextual challenges at Qatari government schools. *Teaching and Teacher Education*, 67, 340-350. <https://doi.org/10.1016/j.tate.2017.07.002>
- Craig, C. (2022). Eros and Education: Rachel Ben-Peretz's Favorite Work. Orland-Barak, L., Flores, M. A., Guberman, A., & Craig, C. J. (Eds.), *A Life of Optimism Selected Works of Rachel Ben-Peretz*. BRILL.
- Creswell, J.W. and Poth, C.N. (2018). *Qualitative Inquiry and Research Design Choosing among Five Approaches*. 4th Edition, SAGE Publications, Inc., Thousand Oaks.
- Curry, J. R., Webb, A. W., & Latham, S. J. (2016). A content analysis of images of novice teacher induction: First-semester themes. *Journal of Educational Research and Practice*, 6(1), 4. <https://doi.org/10.5590/JERAP.2016.06.1.04>
- Davies, R. (2008). Making a difference in children's lives: The story of Nancy, a novice early years teacher in a Jamaican primary school. *International Journal of Early Years Education*, 16(1), 3-16. <https://doi.org/10.1080/09669760801892151>
- Deci, E. L., & Ryan, R. M. (2000). The " what" and " why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>
- Dvir, N., & Schatz-Oppenheimer, O. (2020). Novice teachers in a changing reality. *European Journal of Teacher Education*, 43(4), 639-656. <https://doi.org/10.1080/02619768.2020.1821360>
- Elliott, S., Davis, J.M. (2020). Challenging Taken-for-Granted Ideas in Early Childhood Education: A Critique of Bronfenbrenner's Ecological Systems Theory in the Age of Post-humanism. In: Cutter-Mackenzie-Knowles, A., Malone, K., Barratt Hacking, E. (eds) *Research Handbook on Childhood nature*. Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-319-67286-1_60.
- Ewing, L. A. (2021). Mentoring novice teachers. *Mentoring & Tutoring: Partnership in Learning*, 29(1), 50-69. <https://doi.org/10.1080/13611267.2021.1899585>
- Ezer, H., Gilat, I., & Sagee, R. (2010). Perception of teacher education and professional identity among novice teachers. *European Journal of Teacher Education*, 33(4), 391-404. <https://doi.org/10.1080/02619768.2010.504949>
- Farrugia, L. (2019). WASP (Write a Scientific Paper): The ongoing process of ethical decision-making in qualitative research: Ethical principles and their application to the research

- process. *Early Human Development* 133: 48–51.
<https://doi.org/10.1016/j.earlhumdev.2019.03.011>
- Fenwick, A. (2011). The first three years: Experiences of early career teachers. *Teachers and teaching: theory and practice*, 17(3), 325-343. <https://doi.org/10.1080/13540602.2011.554707>
- Goh, P. S. (2019). Implementing Narrative-Pedagogical Approaches in a Teacher Education Classroom. *The Qualitative Report*, 24(7), 1731-1746. <https://doi.org/10.46743/2160-3715/2019.3869>
- Grewal, I. K., Maher, A., Watters, H., Clemens, D., & Webb, K. (2019). Rewriting Teacher Education: Food, Love, and Community. *Journal of Culture and Values in Education*, 2(3), 44-60. <https://doi.org/10.46303/jcve.03.02.3>
- Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child development*, 76(5), 949-967. <https://doi.org/10.1111/j.1467-8624.2005.00889.x>
- Hattie, J. (2003). Teachers Make a Difference: What Is the Research Evidence? Distinguishing Expert Teachers from Novice and Experienced Teachers. Australian Council for Educational Research (ACER) Annual Conference on: Building Teacher Quality. https://www.det.nsw.edu.au/proflearn/docs/pdf/qt_hattie.pdf
- Hayes, N., & Filipović, K. (2018). Nurturing ‘buds of development’: from outcomes to opportunities in early childhood practice. *International Journal of Early Years Education*, 26(3), 220–232. <https://doi.org/10.1080/09669760.2017.1341303>.
- Horn, I. S., Nolen, S. B., Ward, C., & Campbell, S. S. (2008). Developing practices in multiple worlds: The role of identity in learning to teach. *Teacher Education Quarterly*, 35(3), 61-72.
- Howard, J. L., Gagné, M., & Morin, A. J. (2020). Putting the pieces together: Reviewing the structural conceptualization of motivation within SDT. *Motivation and Emotion*, 44, 846-861. <https://doi.org/10.1007/s11031-020-09838-2>
- Hull, K. (2002). Eros and education: The role of desire in teaching and learning. *Thought & Action*, 18, 19-32.
- Ironside, P.M. (2014). Enabling narrative pedagogy: inviting, waiting, and letting be. *Nursing Education Perspectives*, 35(4):212-8. doi: 10.5480/13-1125.1. PMID: 25158414.
- Ironside, P. M. (2015). Narrative Pedagogy: Transforming Nursing Education Through 15 Years of Research in Nursing Education. *Nursing Education Perspectives*, 36(2), 83-88, DOI: 10.5480/13-1102
- Jiang, R., & Li, M. (2022). The Application of Narrative Pedagogy in Social Work Teaching. *International Journal of Frontiers in Sociology*, 4(3). <https://doi.org/10.25236/ijfs.2022.040311>

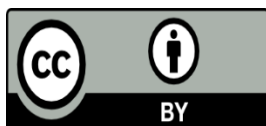
- Kaplan, H. (2021). Promoting Optimal Induction to Beginning Teachers Using Self-Determination Theory. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211015680>.
- Kaplan, H. (2022). The unique effects of supporting beginning teachers' psychological needs through learning communities and a teacher-mentor's support: A longitudinal study based on self-determination theory. *Frontiers in Psychology*, 13, 859364. <https://doi.org/10.3389/fpsyg.2022.859364>
- Kaplan, H., Govrin, D. & Mindlin, M. (2021). A Learning Community of Beginning Teachers: A Systemic Intervention Based on Self-Determination Theory to Promote Autonomous Proactive Teachers. *Creative Education*, 12, 2657-2686. doi: [10.4236/ce.2021.1211198](https://doi.org/10.4236/ce.2021.1211198).
- Kennedy, M. (2016). Parsing the practice of teaching. *Journal of teacher education*, 67(1), 6-17. <https://doi.org/10.1177/0022487115614617>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756. <https://doi.org/10.1037/a0019237>.
- Kozikoğlu, İ., & Senemoğlu, N. (2019). Challenges faced by novice teachers: A qualitative analysis. *Journal of Qualitative Research in Education*, 6(3). <https://doi.org/10.14689/issn.2148-2624.1.6c3s16m>
- Leijen, L., Pedaste, M., & Lepp, L. (2020). TEACHER AGENCY FOLLOWING THE ECOLOGICAL MODEL: HOW IT IS ACHIEVED AND HOW IT COULD BE STRENGTHENED BY DIFFERENT TYPES OF REFLECTION. *British Journal of Educational Studies*, 68(3), 295–310. <https://doi.org/10.1080/00071005.2019.1672855>.
- Main, S. (2012). 'The Other Half' of Education: Unconscious education of children. *Educational Philosophy and Theory*, 44, 82 - 95. <https://doi.org/10.1111/j.1469-5812.2010.00643.x>.
- Martin, A. J., & Collie, R. J. (2019). Teacher–student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter?. *Journal of Educational Psychology*, 111(5), 861. <https://doi.org/10.1037/EDU0000317>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Wiley.
- Miller, J. P. (2009). Education and Eros. In M. Souza, de, L. J. Francis, J. O'Higgins-Norman & D. Scott (Eds.), *The international handbook of education for spirituality, care and wellbeing* (pp. 581-610). (pp. vii-xxviii). New York: Springer.
- Mor, F, Bar Shalom, Y. (2007). The Psychosocial Approach: A Case Study in School Intervention and in Teacher Training. *The international Journal for interdisciplinary social sciences*. 2(2), 1-10. DOI: 10.18848/1833-1882/CGP/v02i02/59320

- Nasser Abu-Alhija, F., & Fresko, B. (2010). Socialization of new teachers: Does induction matter? *Teaching and Teacher Education*, 26(8):1592-1597. <https://doi.org/10.1016/j.tate.2010.06.010>
- Nurlatifah, A., Adireja, R. K., & Hasim, W. (2021). UNREVEALING THE CHALLENGES OF NOVICE ENGLISH TEACHERS IN ENGLISH TEACHING. *English Education and Applied Linguistics Journal (EEAL Journal)*, 4(3), 246-252. <https://doi.org/10.31980/eealjournal.v4i3.1892>
- Perry, B., & Dockett, S. (2018). Using a bioecological framework to investigate an early childhood mathematics education intervention. *European Early Childhood Education Research Journal*, 26(4), 604–617. <https://doi.org/10.1080/1350293x.2018.1487161>.
- Pryer, A. (2001). “What Spring Does With the Cherry Trees”: The eros of teaching and learning. *Teachers and Teaching*, 7(1), 75–88. <https://doi.org/10.1080/713698758>
- Reeve, J. (2019). *Understanding motivation and emotion*. (7th ed.). Wiley.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>.
- Schatz-Oppenheimer, O. (2017). Being a mentor: novice teachers’ mentors’ conceptions of mentoring prior to training, *Professional Development in Education*, 43:2, 274-292, DOI: [10.1080/19415257.2016.1152591](https://doi.org/10.1080/19415257.2016.1152591)
- Schatz-Oppenheimer, O., & Dvir, N. (2014). From ugly duckling to swan: Stories of novice teachers. *Teaching and Teacher Education* 37,140-149. <https://doi.org/10.1016/j.tate.2013.10.011>
- Sela, O., & Harel, M. (2019). ‘You have to prove yourself, initiate projects, be active’: the role of novice teachers in their own induction process. *Professional Development in Education*, 45(2), 190-204. <https://doi.org/10.1080/19415257.2018.1441173>
- Shagrir, L. (2010). Professional development of novice teacher educators: professional self, interpersonal relations and teaching skills. *Professional development in education*, 36(1-2), 45-60.
- Shalom, Y. B. (2014). Seeing the Child: An Assessment of a Psycho-social Teacher Training Approach. *The International Journal of Pedagogy and Curriculum*, 20(1), 9. DOI: 10.18848/2327-7963/CGP/v20i01/48947
- Smith, J. & Nizza, I. E. (2022). *Essentials of Interpretative Phenomenological Analysis*. American Psychological Association. <https://doi.org/10.1037/0000259-000>
- Spilt, J.L., Koomen, H.M.Y. & Thijs, J.T. (2011). Teacher Wellbeing: The Importance of Teacher–Student Relationships. *Educational Psychology Review*, 23, 457–477 <https://doi.org/10.1007/s10648-011-9170-y>

- Stepanova, G., Demchuk, A., Tashcheva, A., Gridneva, S., Yakovleva, J., Zaichikov, Y., & Arpentieva, M. (2021). Inclusion as an environmental imperative of educational activity in university, secondary and preschool education. *E3S Web of Conferences*, 284, 09001. <https://doi.org/10.1051/e3sconf/202128409001>.
- Surma, T., Camp, G., de Groot, R., & Kirschner, P. A. (2022). Novice teachers' knowledge of effective study strategies. In *Frontiers in Education* (Vol. 7, p. 996039). Frontiers. <https://doi.org/10.3389/feduc.2022.996039>
- Sydnor, J., Sharon Daley, Tammi R. Davis, & Margaret Ascolani. (2023). Novice Teachers Navigating Mentoring Relationships in the United States. *Child Studies*, (2), 87–107. <https://doi.org/10.21814/childstudies.4498>.
- Thompson, J., Windschitl, M., & Braaten, M. (2013). Developing a theory of ambitious early-career teacher practice. *American Educational Research Journal*, 50(3), 574-615. <https://doi.org/10.3102/0002831213476334>
- Tran, N. D. (2021). Job Challenges Faced by Novice EFL High School Teachers. *International Journal of Science and Management Studies (IJSMS)*, 98–107. <https://doi.org/10.51386/25815946/ijmsms-v4i5p109>
- Tsabar, B. (2014). “Poverty and Resourcefulness”: On the Formative Significance of Eros in Educational Practice. *Studies in Philosophy and Education*, 33, 75-87. <https://doi.org/10.1007/s11217-013-9364-5>
- Vaitzman Ben-David, H., & Berkovich, I. (2021). Functions and relational aspects of mentoring for novice teachers during the second year of teaching. *Journal of Education for Teaching*, 48(5), 549–560. <https://doi.org/10.1080/02607476.2021.2017234>
- Vansteenkiste, M., Sierens, E., Goossens, L., Soenens, B., Dochy, F., Mouratidis, A., & Haerens, L. (2012). Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. *Learning and Instruction*, 22(6), 431–439. <https://doi.org/10.1016/j.learninstruc.2012.04.002>
- Wang, H., Hall, N. C., Goetz, T., & Frenzel, A. C. (2017). Teachers' goal orientations and associations with teachers' help-seeking: A multiple goals perspective. *Teaching and Teacher Education*, 67, 327–337. <https://doi.org/10.1016/j.tate.2017.06.007>
- Webb, A. W., & Baumgartner, J. J. (2023). So Much New to Learn and So Much Unknown: Novice Teachers' Experiences During COVID-19. *Journal of Educational Research and Practice*, 13(1), 18. <https://doi.org/10.5590/JERAP.2023.13.1.17>
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child development*, 73(1), 287-301. <https://doi.org/10.1111/1467-8624.00406>

Zavelevsky, E., Shapira-Lishchinsky, O., Benoliel, P., Klein, J., & Schechter, C. (2022). Ecological school culture for novice teachers' retention: Principals' perceptions. *Leadership and Policy in Schools*, 21(4), 922-937. <https://doi.org/10.1080/15700763.2021.1879170>

Zembytska, M. (2015). Supporting Novice Teachers Through Mentoring and Induction in the United States. *Comparative Professional Pedagogy*, 5(1), 105–111. <https://doi.org/10.1515/rpp-2015-0029>



©2023 by the Authors. This Article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)