



The First-Year Journey of Novice Teachers

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Abstract

The research focuses on the exploration of the unique journey that novice teachers experience in their first year of teaching, among students in Teacher Education Retraining Programs for Academics. The study explores the experiences of success and failure and the factors that underpin positive experiences, as well as the "journey" (process) of this year with reference to the comparison between novice teachers and new immigrants. The content analysis that this study has adopted was conducted on texts that were written by the teachers and detailed their first year of teaching. The findings indicate that experiences of success are featured by personal satisfaction, constant need of feedback, high motivation in challenging situations, and emotions. Failure experiences are featured by frustration, helplessness, sense of humiliation, feeling of rejection, and lack of efficacy. Factors that promote and inhibit positive experiences relate to personal, personality, professional and organizational levels. Most teachers reported feeling like new immigrants and demonstrated different models of the process of the first year of teaching.

Further research is recommended on the factors that promote and inhibit positive experiences, and on "The Missing Link" in the relationship between Teacher Education Programs and the practices in schools.