

תרגום המסורת לפרקטיקות פדגוגיות חדשניות:

מטפורות של מנהלים ביישום רפורמה ארצית

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Translating Tradition into Innovative Pedagogical Practices: Principals' Metaphors within a National Reform Implementation

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Background: Balancing between new expectations and local conditions, school principals find their role increasingly more complex. Implementing school reform entails principals' creative translation of their school culture, tradition and beliefs into innovative pedagogical practices which requires a sense-making process. The term sense-making refers to the ability to imbue with meaning new work habits that do not fit with previous views.

Purpose: The research question is what metaphors school principals use, as they make sense of their role complexity through the implementation of a national education reform.

Method: This qualitative research focused on 60 high school principals' sense-making of their leadership role within a national reform, through their use of metaphors. We used heterogeneous sampling to maximize the depth and richness of the data and conducted a member check to evaluate its soundness.

Findings: We generated 4 major themes through an inductive process of condensing, coding, categorizing, and theorizing: (1) Reframing the principal's role and pedagogical autonomy- while following their pedagogical vision, principals provided a new meaning to their role; (2) Reframing their work- school principals worked as brokers of contradictory interests; (3) Reframing school culture- principals used reform demands as opportunities for collective growth; and (4) Reframing the principal's relationships with teachers, principals took care of the educational staff's emotional and physical well-being.

Contributions and further research: Sense-making may be of significant benefit to principals particularly during times of national reforms when they need to navigate through high uncertainty while meeting policy demands. Further research should

explore principals' verbally expressed perceptions with more objective measures to evaluate actual implementation of metaphors in diverse school settings. This research has the potential to contribute to policy and practice in the area of school principals' sense-making processes within a national reform implementation and the critical role of the principal as a sense-maker of reform's demands in promoting a long-term school improvement.