

## IDEOLOGICAL PLURALISM AMONG HIGH SCHOOL HOMEROOM TEACHERS

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The aim of the research described in this abstract was to identify school and personal characteristics that are expressed in the role of homeroom teacher (HRT) which is one of the central roles in Israeli high schools.

According to this aim, a qualitative study was planned and conducted during 2007 – 2011, in four high schools in Northern part of Israel. Data was collected by interviews (65 role holders like: HRTs, school principals), observations (115 hours in teachers lounge, school social activities and so on), different documents at each school and research diary.

A grounded theory was developed that suggests an **organizational engagement ladder** (OEL) of clear stages for HRTs' professional development: starting with *empowerment*, followed by *organizational citizenship behaviour*, then *adaptive behaviour* till the highest level – *role expansion*. OEL is part of an **organizational engagement model** (OEM) which organizes HRTs activities at school within an organizational perspective including the organizational culture and the organizational needs of HRTs. The OEM also addresses the role of the school principal in HRT role design and professional development.

HRTs who reach the highest level of OEL - role expansion - are educational authentic leaders who own an educational agenda or a personal credo which, is in some cases, does not match the school proclaimed agenda or school vision. The question that emerges in such situations is whether an ideological pluralism can exist in the school. In the talk we discuss this question by relying on the OEM.

The research contributes to the **practice** of practitioners in teacher professional development programs. The research has also several **theoretical contributions**: a. it studies the concept of engagement through a qualitative lens; b. it stresses the principal's role in the design process of the HRT role; c. it suggests a hierarchical engagement ladder for HRTs' professional development.