Transforming teacher development: A SOAR-Driven Model for job-embedded learning

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ABSTRACT

Job-embedded learning has been recognized as a crucial approach for enhancing instructional skills and teacher professional development. This study examined the implementation of job-embedded learning in primary schools in Guangdong Province, China, using a case study approach grounded in the Strengths, Opportunities, Aspirations, and Results (SOAR) framework. Data were collected from one school chairman, one principal, and 26 teachers through semi-structured interviews, open-ended questionnaires, and documentary review. Content analysis identified key themes related to current practices, strengths, and opportunities for improvement. The study proposes an optimized model integrating pre- and post-observation conferences with classroom observations to better align professional development with teachers' instructional needs and aspirations. The study underscores the importance of administrative support and trust-building among educators as essential factors in facilitating successful job-embedded learning. By focusing on these elements, the study seeks to provide actionable insights for improving teacher professional development and, by extension, student outcomes in the region.

KEYWORDS: Job-Embedded Learning, SOAR, Professional Development**,** Instructional Skills

Introduction

In recent years, job-embedded learning has garnered increasing attention as an innovative approach to professional growth in the field of education. Characterized by its emphasis on learning through practice, job-embedded learning integrates professional development directly into teachers' daily work routines (Darling-Hammond, Hyler, and Gardner, 2017). Extensive research has demonstrated its significant correlation with instructional improvement, highlighting its potential to enhance teachers' instructional skills, foster collaboration among educators, and

ultimately elevate student achievement. Given these benefits, it is essential to examine how job-embedded learning can be effectively implemented among teachers to collectively enhance student outcomes.

Grounded in the theoretical frameworks of the SOAR (Strengths, Opportunities, Aspirations, and Results) strategic approach, job-embedded learning, adult learning principles for teachers, and coaching methodologies, this study aims to explore the current practices of job-embedded learning within a primary school context. By applying SOAR strategies, the research seeks to gain a comprehensive understanding of the existing dynamics and challenges within the school environment. Through rigorous data collection and analysis, the study proposes a refined model for job-embedded learning, specifically designed to enhance teachers' instructional skills. This model is intended to provide a practical and theoretically sound framework for improving professional development practices and, consequently, fostering greater educational success for students.

Background of the Study

The primary school under investigation was established in 1998 and operates as a mixed day and boarding institution. Currently, it enrolls approximately 500 students ranging from Grade 1 to Grade 9, with a faculty comprising 28 educators, including one chairman, one principal, and 26 teachers. The classroom size typically ranges from 30 to 40 students. Boarding students reside and study at the school, returning home only once a month. This arrangement necessitates that teachers allocate a portion of their time to address the extracurricular needs of boarding students, particularly for classroom teachers who are responsible for overseeing all aspects of student life at school, including diet, sleep, study routines, safety, and conflict resolution.

In schools with a significant proportion of boarding students, teachers may become overly focused on students' personal needs, thereby losing balance between their teaching responsibilities and professional learning. Given this context, it is crucial for the school to integrate job-embedded learning into teachers' daily routines to enhance their instructional strategies and ensure that their professional development is not overshadowed by non-teaching duties. As highlighted by Zepeda (2012), job-embedded learning has gained recognition as a powerful tool for meeting the individual needs of educators within their workday.

Currently, the school offers an educational program designed as an instructional guide for teachers, with

participants grouped according to their teaching subjects. While this program is adaptable across various subjects and teacher experience levels, it falls short in addressing the unique needs of the school's predominantly novice teaching staff—80% of whom have less than two years of teaching experience. Although teachers generally recognize the importance of professional learning, the existing program fails to focus on their specific instructional needs, resulting in minimal impact on their teaching improvement.

Statement of the Problems

In the primary school under investigation, approximately half of the students across all grade levels reside on campus. In addition to their regular teaching duties, teachers are required to manage the daily living arrangements of these boarding students. The additional responsibilities often lead to fatigue, which in turn diminishes their motivation for professional learning and significantly reduces the time available for such activities. At this school, the majority (80%) of teachers are early-career educators, aged between 22 and 25, with one to two years of teaching experience. Many are recent graduates from universities or colleges. When confronted with classroom challenges, these novice teachers often lack the necessary skills to address such issues effectively. However, their youth and inexperience also drive them to seek growth. Young teachers are typically more passionate and eager to acquire the skills needed to solve classroom problems, and they are more receptive to new educational ideas.

In Guangdong Province, China, nearly all schools offering Grades 7 to 9 accommodate boarding students, and these institutions often face similar challenges in teacher professional development. The primary school selected for this study is representative of small-scale schools with boarding facilities in Guangdong Province. Given its common characteristics and manageable size, this school was chosen as the site for data collection. The study aims to investigate the current state of job-embedded learning in the school and to help school leaders and teachers understand the significance of job-embedded learning for teacher growth, instructional improvement, and student achievement. By proposing a model for enhancing job-embedded learning, this research seeks to support teacher development and ultimately improve instructional practices to benefit student outcomes. The findings of this study are expected to provide actionable insights for other small-scale primary schools with boarding facilities in Guangdong Province, China, to strengthen their job-embedded

learning programs and enhance teacher effectiveness.

Objectives

1. To explore the current practices of job-embedded learning of primary school teachers in Guangdong province in China through SOAR strategic framework.

2. To propose a job-embedded learning model for teacher development at a primary school in Guangdong province, China.

Figure 1 presents the conceptual framework guiding this case study. It illustrates the current practices of job-embedded learning among primary school teachers, the research process employed, which encompasses SOAR strategies, interviews, questionnaires, and document review, and culminates in the anticipated outcome of the study—namely, the effective strategies of job-embedded learning for teacher professional at the primary school

Conceptual Framework

Figure 1: Conceptual Framework

Literature Review

This case study is grounded in five theoretical frameworks: the SOAR strategic framework, professional development, job-embedded learning, teachers as adult learners, and the coaching process. These frameworks collectively provide a robust foundation for guiding and organizing the study.

SOAR Strategies

SOAR is an innovative framework for strategic planning, focusing on strengths, opportunities, aspirations, and results. Unlike the traditional SWOT analysis, which devotes significant attention to weaknesses and threats, SOAR emphasizes positive elements, highlighting the strengths and opportunities within individuals and organizations. This approach enables a more optimistic and constructive perspective, ultimately fostering greater success. As Stavros and Hinrichs (2009) noted, "Building on people's strengths can produce greater results than spending time correcting their weaknesses" (p.7). Consequently, researchers advocate transitioning from SWOT to SOAR.

SOAR facilitates a comprehensive understanding of organizational dynamics through four key questions: What can we build on? (Strengths); What are our stakeholders asking for? (Opportunities); What do we care deeply about? (Aspirations); and how do we know we are succeeding? (Results). These questions form the basis for effective dialogues within small groups and foster shared understanding among larger groups (Stavros & Hinrichs, 2009).

The SOAR framework incorporates the Appreciative Inquiry approach, which emphasizes strategic thinking, leveraging strengths, and identifying opportunities for growth. Appreciative Inquiry encourages individuals to explore the core values and potential of their organizations. Its 4-D cycle—Discovery, Dream, Design, and Destiny—guides strategic planning processes within organizations or groups. "Discovery" involves identifying core values and best practices; "Dream" envisions positive possibilities; "Design" creates processes and structures to support these aspirations; and "Destiny" develops an inspiring and effective plan for implementation (Stavros, Cooperrider, & Kelley, 2003).

Professional Development

According to Zepeda (2015), "professional development is about learning, learning for students, teachers, and other professionals who support children" (p.2). Empirical evidence consistently demonstrates a positive correlation between effective professional development and improvements in student learning outcomes, including academic achievement and engagement. Professional development programs that are well-designed and implemented can significantly enhance teachers' instructional capabilities, thereby having a direct and positive impact on student learning (Guskey & Yoon, 2009). Guskey & Yoon (2009) stated, effective professional development is characterized by several key features: first, it provides just-in-time, job-embedded support to help educators adapt new curricula and instructional practices to their unique classroom contexts. Second, it involves collaboration with external experts who bring fresh perspectives and innovative ideas, thereby contributing to improvements in student learning. Lastly, it requires a substantial and well-organized allocation of time to ensure meaningful and sustained teacher growth. This perspective was further corroborated by Darling-Hammond, Hyler, and Gardner (2017) in their study.

Benner (1984) and Berline (1994) identified five levels of teacher proficiency: novice, advanced beginner, competent, proficient, and expert. Given

the diverse needs of teachers at different proficiency levels, professional development programs must be tailored to address these specific needs and align with the expectations of adult learners (Papastamatis, 2009). As Doig and Groves (2011) noted, "teacher professional development is driven by the need to both extend and renew teacher practice, skills, and beliefs" (p.78). However, research indicates that many existing professional development opportunities fail to meet teachers' instructional needs, often requiring participation in generic activities that do not align with their specific requirements (Khandehroo, et al., 2011). To address this gap, researchers recommend designing professional development activities based on teachers' identified needs and preferences, thereby broadening their instructional approaches and strengthening the learning community.

Hunzicker (2010) further emphasized the importance of addressing teachers' specific learning needs in professional development. She proposed five essential characteristics of effective professional development: supportiveness, job-embeddedness, instructional focus, collaboration, and continuity. These attributes are crucial for guiding meaningful teacher learning and ensuring that professional development translates into tangible improvements in instructional practice and student outcomes.

Job-Embedded Learning

Job-embedded learning takes place within the workplace, focusing on the knowledge and experiences shared among individuals. It involves reflecting on specific work incidents to develop new insights or changes in practices and beliefs (Zepeda, 2015). Job-embedded learning represents an innovative and effective approach to professional growth in education. It is defined as learning that occurs as teachers and administrators engage in their daily work activities (Darling-Hammond, Hyler, and Gardner, 2017), Croft, et al. (2010) stated, "the closer the learning activity is to the actual work of teachers in classrooms with their current students, the more job-embedded it is" (p. 6). This form of learning emphasizes experiential engagement, reflection on daily teaching experiences, and the sharing of insights among educators. Given that teachers' professional development is intricately linked to their day-to-day responsibilities, job-embedded learning should be a focal point of professional development initiatives. It not only enhances teachers' instructional capacity but also aligns with the principles of adult learning, recognizing what motivates educators to engage in continuous improvement.

Darling-Hammond, Hyler, & Hardner (2017) highlighted that effective on-the-job learning must be timely, providing teachers with the support they need precisely when it is required. This approach facilitates immediate implementation and offers instant feedback, enabling teachers to refine their practices in real-time. Through job-embedded learning, educators acquire new strategies and practices while strengthening their existing instructional methods (Zepeda, 2012). When aligned with student standards, school curricula, and broader improvement goals, job-embedded learning yields higher-quality instruction, enhanced teacher collaboration, and mutual support among educators. Sims, et al. (2021) believed that these efforts culminate in improved student achievement. However, the impact of job-embedded learning activities varies due to differences in the sample sizes of teachers included in the studies (Balta, Amendum, & Fukkink, 2023), and the diverse types of job-embedded professional development activities employed (Sims, et al., 2021).

Teacher as Adult Learner

Effective professional development incorporates active learning utilizing adult learning theory (Darling-Hammond, Hyler, & Hardner, 2017). Recognizing teachers as adult learners is a critical element of effective professional development. Educators must acknowledge the importance of continuous growth and learning for adults within the school environment. Unlike children, adult learners are typically more self-directed, mature, experienced, and problem-oriented (Papathanasiou, 2023). Therefore, treating teachers as adult learners, rather than equating them to students, is essential. To engage adult learners effectively, it is crucial to provide positive and meaningful educational experiences that align with their needs (Papastamatis, 2009).

Job-embedded learning is particularly effective because it addresses the unique needs of adult learners. It engages teachers by providing relevant and pleasurable learning experiences that directly impact their classroom practice (Zepeda, 2012). Adult learners are more motivated when they perceive their learning as successful and relevant to their professional roles. By meeting these criteria, job-embedded professional development can foster a culture of continuous improvement and professional growth among educators.

Coaching for Job-Embedded Professional Development

Coaching is a powerful form of job-embedded professional development that supports teachers through immediate application of new strategies and direct impact on student learning. Coaching and expert support are necessary for effective professional development (Darling-

Hammond, Hyler, & Hardner, 2017)). However, research indicates that many educational communities lack sufficient on-the-job coaching opportunities, with only a small proportion of teachers receiving sustained and continuous professional development (Darling-Hammond, Wei, & Andree, 2010). Unlike mentoring, which often focuses on non-academic aspects of teaching, coaching centers on instructional improvement. Its primary goal is to enhance teachers' instructional practices to increase student learning outcomes (Zepeda, 2012).

The goals of coaching include introducing new instructional strategies, refining existing practices, and ultimately improving student achievement. To achieve these objectives, coaching must be tailored to address teachers' specific instructional needs, informed by data on their classroom practices (Rock, 2002). Successful coaching is supported by sufficient and well-organized time, trust, effective training, and administrative support. By placing teachers at the center of their own learning, coaching breaks down professional isolation and fosters collaboration among colleagues. A friendly, supportive, resource-rich, and interactive learning environment is essential for maximizing the effectiveness of coaching (Zepeda, 2012; Keefe & Jenkins, 1997).

Peer coaching, a form of job-embedded learning, adopts a collegial approach that provides opportunities for teachers to observe one another, share strategies, and engage in guided practice. This collaborative model ensures the transfer of new skills into practice, reinforcing the principles of job-embedded professional development (Zepeda, 2012).

Research Process

Population and Sample

The population for this study included all educators at the primary school, comprising a diverse group of educational professionals. The sample consisted of one school chairman, one principal, and 26 teachers representing various subjects and grades. Participants included one principal with extensive experience and 25 teachers under 30 years old, most with limited teaching experience. A purposeful sampling method was employed to ensure representativeness and data richness. This approach allowed the inclusion of key leadership figures who shape educational policies and classroom teachers who implement job-embedded learning daily. Their diverse roles and contexts provided comprehensive insights into the school's educational environment and enhanced the study's transferability.

Instruments

To investigate the current practices of job-embedded learning among teachers, a qualitative research approach was deemed essential. Data were collected through semi-structured interviews with the school chairman and principal, open-ended questionnaires administered to all teachers, and a review of relevant school documents.

Data Collection

Data collection involved multiple methods to provide a comprehensive understanding of job-embedded learning practices. Semi-structured interviews were conducted with the school chairman and principal, each lasting approximately one hour in their offices. Detailed notes were taken to capture their perspectives on the implementation and support of job-embedded learning. Additionally, 27 open-ended questionnaires were distributed to all teachers, including the principal, during a weekly staff meeting. Participants were given 15 minutes to complete the questionnaires, which focused on their experiences, challenges, and suggestions related to job-embedded learning. A total of 26 completed questionnaires were collected for analysis, with one excluded due to incomplete responses. To provide further context, relevant school documents, such as policies and meeting minutes, were reviewed. This multi-method approach ensured a rich and diverse dataset for analysis.

Data Analysis

Data analysis was conducted using content analysis methods. The researcher reviewed the interview transcripts and questionnaire responses in detail to identify recurring themes and patterns related to job-embedded learning. Interviews and questionnaires were coded separately to ensure a thorough examination of the data. Through this process, various themes emerged, which were then categorized into several key areas. The systematic approach allowed for a comprehensive understanding of the current state of job-embedded learning practices at the primary school, highlighting both strengths and areas for improvement.

Findings

Findings of Objective One: To explore the current practices of job-embedded learning of primary school teachers in Guangdong province in China through SOAR strategic framework.

Findings of SOAR Strategies Analysis

(1) From School's Perspective

Strengths: The school's leadership places a high priority on teaching quality and empowers teachers by delegating decision-making authority. The institution organizes numerous activities aimed at motivating teachers' professional growth.

Additionally, the teaching staff is characterized by a vibrant team of young educators who bring energy, passion, and creativity to their roles.

Opportunities: The school benefits from the expertise of its chairman, who provides strategic guidance for its operations. Furthermore, the institution is supported by a national educational project that offers teachers extensive learning opportunities both within and outside the school. The school has also established a youth leadership program, which provides promising young teachers with management experience and opportunities for career advancement.

Aspirations: The school aspires to become a highly reputable institution known for cultivating high-quality teachers and fostering significant student achievement and well-being. The promotion of youth leadership is also a key aspiration within the school community.

Results: The school has experienced an increased enrollment rate, reflecting its growing reputation. There is a notable enthusiasm among teachers to contribute to student success, driven by the supportive and empowering environment fostered by the school's leadership.

2) From Teachers' Perspectives

Strengths: The relatively young age of the teaching staff endows them with a passion for continuous learning and teaching. Their proximity to students allows them to readily identify and address educational needs, which in turn informs the adjustment of instructional strategies to enhance student academic achievement.

Opportunities: A well-organized class schedule and time allocation ensure ample opportunities for professional learning. The school provides a structured group study program to support teaching practices, and collective lesson planning fosters enhanced teacher collaboration. Additionally, teachers are granted autonomy in designing their own instructional approaches. The youth leadership program also offers pathways for career advancement.

Aspirations: Teachers express a desire for increased collaboration and self-directed instructional development. They seek more opportunities for external professional learning, emphasizing the need for learning activities that are tailored to their specific needs. Furthermore, they highlight the necessity for additional guidance and demonstration in the implementation of new instructional skills.

Results: The findings indicate notable improvements in students' academic performance and social competencies, reflecting the positive impact of teachers' efforts and the supportive environment provided by the school.

Findings of Current Practices of Job-embedded Learning of Teachers

The case study revealed several challenges in implementing job-embedded professional development for teachers at the school. Despite recognizing the importance of job-embedded learning in enhancing instructional skills and contributing to student achievement, the school faces significant obstacles in establishing a cohesive learning community and achieving widespread teacher engagement. The following section outlines five primary barriers impeding the successful implementation of job-embedded learning:

1. Time Arrangement

Teachers identified time constraints as a critical factor limiting their professional learning opportunities. Although the school has implemented a well-structured class schedule, allowing teachers of the same subject to meet weekly (e.g., Chinese teachers on Monday mornings and math teachers on Tuesday mornings), they still report insufficient time for individual learning.

According to the data analysis, 58% of teachers reported that they rarely have time to engage in study during their spare time. Teachers are burdened with daily teaching responsibilities and additional duties, such as overseeing students' living arrangements, participating in school activities, and managing extracurricular programs. These responsibilities leave little room for dedicated professional development.

2. Administrative Support

While school administrators emphasize the importance of teaching and provide both in-school and external learning opportunities, teachers face challenges in implementing new instructional strategies. The study revealed that approximately two-thirds of teachers successfully integrate new strategies into their classroom practices, yet minimal noticeable improvement is observed among students. Meanwhile, the remaining teachers fail to implement what they have learned, which suggests a lack of adequate guidance, support, and an effective learning environment.

This sentiment is particularly pronounced among novice teachers, who require more structured support as they transition from being students to taking on teacher roles. Administrators must step up to provide timely and targeted assistance to bridge these gaps.

3. Current Teacher Learning Program

As revealed by the data analysis, when asked about the effectiveness of the current teacher learning program, 35% chose the neutral option, 15% disagreed, and 4% strongly disagreed. These findings suggest that the existing learning program falls short in meeting their needs for developing instructional strategies. The

program is divided into subject-based groups spanning grades one to nine, limiting teachers' ability to learn from colleagues across different grade levels. Teacher explained, "Instructional strategies that work for lower grades may not be suitable for higher grades, and vice versa" (Survey Response). Additionally, the program restricts interdisciplinary learning opportunities, further limiting teachers' professional growth.

4. Opportunity for Decision-Making and Collaboration

Nearly all teachers emphasized the need for greater involvement in decision-making processes, both in research meetings and school policy development. Teachers believe that administrators should solicit input from all educators to make more informed decisions. However, teachers often feel excluded from decision-making, with some expressing frustration over their inability to voice opinions effectively. This perceived lack of influence may stem from teachers' limited experience, leading to decreased confidence. Given that teachers are the primary implementers of instructional practices, their perspectives are crucial for effective school improvement.

5. Trust

The study emphasized that trust among teachers is crucial for effective job-embedded learning. Survey results revealed that about 75% of teachers are open to peer classroom observations, indicating a solid foundation of trust. Over one-third actively welcome critical feedback from colleagues to improve their instruction. Although some teachers remain skeptical about peer observations and feedback, the overall sentiment is positive, leaning towards collaboration and trust-building. Fostering a supportive school culture can further enhance trust, strengthen teacher collaboration, and positively impact student education. This underscores the importance of creating an environment that nurtures mutual support and trust.

Findings of Objective Two: To propose a job-embedded learning model for teacher development at a primary school in Guangdong province, China.

A model is proposed to enhance job-embedded learning for teacher development through the organization and analysis of data collected from the primary school. Grounded in the SOAR (Strengths, Opportunities, Aspirations, and Results) strategic framework, this model leverages teachers' existing strengths, identifies opportunities for growth, aligns with their professional aspirations, and focuses on achieving measurable results in instructional improvement. The SOAR-driven job-embedded learning model for teacher development comprises 4 main

components: a pre-observation conference, an extended classroom observation, a post-observation conference, and follow-up practices, supported by 2 key elements: administrative support and trust building. Since these four components operate in a continuous loop, the model is referred to as a cycle —SOAR-driven job-embedded learning cycle.

Figure 2: SOAR-Driven Job-Embedded Learning Cycle

1. Pre-observation Conference

During the pre-observation conference, coaches and teachers collaboratively identify specific instructional behaviors to be observed, guided by the SOAR framework. They assess the current instructional practices teachers are using, focusing on strengths that can be built upon and opportunities for improvement. This phase also involves evaluating what is working well in current practices, determining the ongoing support and resources required by teachers, and planning follow-up activities to facilitate implementation. These steps lay the foundation for effective job-embedded learning, ensuring alignment with teachers' aspirations and desired results.

2. Classroom Observation

Classroom observation is a necessary process for achieving successful job-embedded learning. The extended classroom observation serves as a vital data collection phase, guided by the objectives and focus areas established during the pre-observation conference. Through this observation, teachers' specific instructional needs are identified, allowing for tailored coaching activities that address these needs directly. The SOAR framework ensures that observations focus on leveraging strengths and seizing opportunities for growth, while keeping teachers' long-term goals in mind.

3. Post-observation Conference

The post-observation conference integrates coaching, reflection, and self-analysis, emphasizing the SOAR framework to foster continuous improvement. Research has shown that when teachers engage in peer coaching, approximately 95% are likely to transfer newly acquired skills into their practice (Zepeda, 2012). This phase requires teachers to collaborate with coaches and colleagues, with all participants actively involved in decision-making and idea-sharing. Follow-up activities are essential to support teachers as they implement new instructional skills and knowledge, ensuring that their aspirations are met, and measurable results are achieved.

4. Ongoing Coaching

The end of the conferences does not mark the end of teacher learning. As

illustrated in the model, coaching is an ongoing process. New instructional issues will be identified as teachers conduct classroom observations, thereby sustaining the coaching process. Continuous engagement ensures that teachers receive sustained support as they refine their instructional practices, guided by the SOAR framework to maximize their strengths and capitalize on emerging opportunities.

5. Administrative Support

Administrative support is essential at every stage of the coaching process. School leaders must provide comprehensive support for teacher learning activities, from the beginning to the end of the process. This includes providing and allocating necessary resources such as information, materials, funds, and time. Leaders should also rearrange existing schedules and create additional time for mentor teachers and new teachers to participate in coaching and other induction activities, including training for mentor teachers and conducting pre- and post-observation conferences. School leaders play a crucial role in guiding teacher leaders and coaches, helping them understand how to best support teachers in improving their instructional practices. Furthermore, leaders should provide emotional support and encouragement, as teachers need motivation and reassurance when trying new practices. The SOAR framework underscores the importance of aligning administrative support with teachers' strengths and aspirations to achieve meaningful results.

6. Building Trust

Building trust is essential for the success of job-embedded learning practices. Trust among coaches, administrators, colleagues, oneself, and the overall process is fundamental to creating and sustaining high-quality relationships that foster teacher collaboration. Trust and mutual respect, combined with effective communication, help overcome barriers among educators. As Zepeda (2012) emphasized, teachers are more likely to accept administrative support when they trust school leaders. Coaching must be based on trust, respect, and good intentions to be truly effective. The SOAR framework reinforces the importance of trust by fostering a positive and collaborative environment where teachers feel empowered to leverage their strengths and pursue their aspirations.

Discussion and Recommendation

Job-embedded learning has emerged as a transformative approach to instructional and professional development, offering significant potential for enhancing teaching practices. By integrating learning directly into the daily work activities of teachers and administrators, job-embedded learning not only supports individual teacher growth but also fosters a high level of collaboration among educators (Zepeda, 2012; Wood & Killian, 1998). This study, grounded in extensive data collection and analysis, explored the current practices of job-embedded learning at the primary school level and identified key needs of teachers in both learning and teaching contexts. The proposed model, which includes pre-observation conferences, classroom observations, and post-observation conferences, serves as a comprehensive guideline for implementing job-embedded learning. This model emphasizes the critical role of administrative support and trust among stakeholders as foundational elements for success.

Administrative support must be evident throughout all phases of the job-embedded learning process. This includes providing necessary resources such as information, materials, funding, and time allocation, as well as facilitating decision-making processes (Darling-Hammond, Hyler, and Gardner, 2017). By ensuring these supports, school leaders can create an environment that encourages teacher autonomy and professional growth. Furthermore, the proposed model aligns with the principles of adult learning,

recognizing that teachers are motivated by learning experiences that are relevant, practical, and immediately applicable to their classrooms. Job-embedded learning is inherently an ongoing process, requiring sustained commitment and continuous improvement. As such, it should be embedded as a core component of the school's professional development strategy.

In summary, job-embedded learning holds substantial promise for enhancing instructional practices and fostering teacher collaboration. By implementing the proposed model and ensuring robust administrative support and trust, schools can create a dynamic learning environment that supports continuous professional growth and ultimately contributes to improved student outcomes. This approach not only addresses the immediate needs of teachers but also builds a sustainable framework for long-term educational improvement.

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