

The Teacher's Role: Transitional Space as A Pedagogical Framework

Dr. Hait Shaham

Beit Berl College, Israel

Abstract

The "Motion of Learning" model proposes a pedagogical architecture grounded in the tension between modernism and postmodernism: the curriculum is divided into a Shared Core: disciplinary knowledge toward which all learners converge, and Personal Learning Paths, into which learners are released according to their pace, interests, and prior knowledge. Generative AI serves as the engine that transforms this tension into a living transitional space, in the Winnicottian sense. We claim that existing literature has not yet been articulated: the teacher, in the very act of teaching within this model, does not stand outside the transitional space as its architect, the teacher inhabits it. This inhabitation makes a distinctive pedagogical act possible. The teacher dwells simultaneously within three poles of tension: 1) In the curricular dimension Suspended between curation and chaos, between intentional content design and the opening of unpredictable space; 2) In the pedagogical dimension, suspended between convergence and release, between gathering students toward the Shared Core and freeing them into personal paths. 3) In the consciousness dimension, suspended between modernist structural thinking and postmodern fluid individuality, with no resolution in sight. Existing frameworks treat these tensions as problems to be managed. This lecture argues the opposite: simultaneous inhabitation of all three poles generates a creative pedagogical act that neither a standardized curriculum nor AI alone can produce. The teacher who dwells in the tension, rather than resolving it, creates a playful-pedagogical transitional space, fertile and alive, in which AI becomes not a substitute for human mentorship, but its bridge.

Keywords: Teacher Agency, Pedagogical Creativity, Three-Dimensional Transitional Space, Human Mentorship, Curation and Release.