

**Conceptualizing the temporal dimension of teacher learning:
What can we learn from the case of teachers of displaced students?**

Attending to when and where teachers are with respect to change—the temporal aspects of teacher learning—can yield more responsive and effective support for teachers. In this seminar, I suggest a conceptual tool for doing so by framing teacher learning as a *phased affair* and mapping it onto the adaptive cycles framework (Gunderson & Holling, 2002) from the field of environmental ecology. Theoretically, I take inspiration from complexity thinking and its guidance to understand (1) phases of change and learning, (2) disorder as an opportunity for reorganization, and (3) teacher learning as unpredictable and yet highly patterned. Empirically, I illustrate the notion of temporality with data from three research projects, at different phases of analysis. The first two projects focus on collaborative sensemaking among in-service and pre-service mathematics teachers. The third and most recent one entails data collection from November-December 2023, where we interviewed 16 teachers who worked in the newly formed schools for displaced Israeli students, as a consequence of the war with Hamas. I will discuss how initial findings from this unique research context point to processes that involve disorder, teacher autonomy, and reorganization.