

Bamichlala – Research, Essays, Literary Works

BAMICHLALA

Research, Essays, Literary Works

**Early Childhood Teacher Education –
Issues of Practicum Supervision
and Training**

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ABSTRACTS

Part 1: Early childhood teacher preparation and collaborative practicum supervision

Towards professionalism in early childhood practicum supervision – a personal story

YAEL DAYAN¹

Early childhood practicum supervision has received limited research attention in discussion of professional practice in this field. This article discusses four phases of a personal journey towards professionalism in supervision. The phases reflect an ongoing research-practice cycle: The first phase presents a research study on the role perception of the early childhood supervisor; the second phase corresponded to the implementation of the research findings to practice and involved a transition from a behaviorist approach to a humanistic-democratic approach in supervising, and the emergence of further research questions; The third phase describes a research study dealing with the perspectives of children upon early childhood teacher education; and the fourth phase included an attempt to facilitate the participation of children in the supervising process.

The article shows how each of these phases had contributed to a framework for examining and enhancing the practicum supervisory process on the basis of humanistic-democratic values.

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The learning community: Using process analysis to promote building a collaborative model for teacher training

TERESA LEWIN, TAMAR EYLON, ESTHER VARDI-RATH AND
ZEHAVA COHEN¹

The aim of the study is to analyze the learning processes of community of learners in teacher education. It is important to emphasize that our community has not been established as a separate pre-intended program designed for that purpose only. Rather, it naturally developed as a bottom-up program, as a self-researching agenda of the Early Childhood Department staff.

Data were recorded and documented in the 24 workshop meetings and interviews. The research method used here is a qualitative-constructivist approaches, and discourse analysis. The findings revealed that the community promotes intrinsic motivation. There are more manifestations of understanding performances, participants express and bring in knowledge engage in analysis and synthesis, criticize knowledge and create knowledge. Our community creates an educational atmosphere that encourages cooperative research through fertile questions and creativity.

Providing a program community can help our future teachers become successful learners, problem solvers, and decision makers.

1 Teresa Lewin, Head of Curriculum and Training teachers - Kaye College of Education; Tamar Eylon, Mentor; Esther Vardi-Rath, Head of Early Childhood Department; Zehava Cohen, Head of Early Kindergarten Department; Hadassah Aillenberg, Head of Music Department.
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Subject coordinators during a process of pedagogical change through the application of Participatory Guidance Model (PGM)

SMADAR GALILI¹

This article deals with a process of pedagogical change being implemented in three different elementary schools. The participatory guidance model (PGM) is a model in which the advisor leads the process of pedagogical change together with the coordinators in charge of Hebrew language instruction in their schools.

The research question was: What happens to coordinators during the implementation of pedagogical change in their schools by means of the PGM?

The methodology chosen for the study was qualitative research, specifically, a multiple site case study approach. From the data gathered in the course of a year and a half (September 2003-January 2005), four main periods of change were identified. These are characterized by significant processes undergone by the coordinators who are central to the research questions.

The coordinators started the process lacking in confidence, but over time, some became leaders of the process by acquiring professional knowledge, conducting observations and demonstrations in the classrooms and by showing independence and assertiveness as well as providing support.

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Infants' kindergarten teacher – experience in teaching children from birth to three years of age

ORNA SCHNEIDER¹

This article highlights changes in the training of early childhood teachers (Mitveh) as a national-social opportunity to create fundamental organizational and pedagogical changes. It opens with a critical look at the problematic reality in Israel's daycare for the "newborn up to three" age group; it continues and presents a government committee proposal to interface with expanding college specialization tracks to include the "newborn up to three" age group, in early childhood education certification. The article further discusses the various difficulties, dilemmas and possible solutions inherent in the shift toward teacher training for the very young, but believes that the new Mitveh offers a golden opportunity to upgrade this branch of teacher training.

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Teaching towards accepting individual differences: Sexual identity in early childhood education

TAMAR ASCHER SHAI¹

This article addresses issues regarding the development of sexual identity, and its place in early childhood education with a particular focus on homosexuality and homophobia. The terms gender and sexual identity, sexual orientation, homosexuality and homophobia are defined in general as well as in relation to the role they play in the lives of young children and in the lives of their families. The role of early childhood teachers and consequently the necessary role played by teacher trainers within this context are presented as a serious topic for discussion.

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“My essence as storyteller” – storytelling as a tool in teacher training programs

Yael Dayan¹ and Yehuda Bar-Shalom²

This study arose from the recognition that stories told by teachers play a significant role in teacher training, and that story telling is a powerful tool beyond transmitting knowledge. The goal of this study was to deepen our understanding about the role of storytelling as a teaching tool, as well as the manner in which the storytelling is constructed as part of the teaching and learning experience. Using the narrative approach, we interviewed teachers about the stories they told as a part of their classes. We asked them how they used stories and why they did so. Thirteen teachers from the David Yellin Teacher's College of Education participated in this research. This article focuses on two categories that arose from the analysis of the interviews. The first is the stories that the teachers tell, and the second is the meanings of storytelling to the participants. In the first category two secondary themes emerged from the stories: the image of the storyteller and the mining of the story. In the second category, the two secondary themes were: storytelling as a powerful resource for a captive audience, and the story as a mechanism for the transmission of values.

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Bringing future teachers closer to children's literature through experiential learning

AMALIA SHACH¹ AND RENANA GREEN-SHUKRUN²

The aim of this article is to describe a project which has been taking place for the last decade at the David Yellin Teachers' College. This project is both planned and implemented jointly by the Children's Library at the college and the heads of some of the departments of teacher education of the college. The goal of this project is to enlighten the knowledge of student teachers regarding children's literature and to enhance both the self reading and the use of children's literature by these future educators. The process which is based on experiential learning, includes the choice of a topic relevant to all those involved, the preparation of the pedagogic supervisors, and the working with the student teachers both in the classroom and in the children's library. The peak is a full day of "happening" around the chosen topic which includes a wide variety of workshops, and also a meeting with a children's books author, regarding the chosen topic of the year.

The article includes theoretical background to the importance of reading for children; to the aspects of teaching the pedagogy of children's literature at the college; to the contribution of meetings with known authors to future educators, and of course experiential learning.

We feel that the documentation and analysis of these activities can contribute to other programs and institutions that work with future teachers and would like to implement this model according to their needs.

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Pre-training mapping among students in the preschool education program

YASER AWAD,¹ KHAWLA ZOABI² AND MAHMOOD KHALIL³

This paper suggests a conceptual framework mapping the perceptions, opinions, beliefs and personal intentions of students studying preschool education prior to beginning the process of professional socialization. Our premise is that a broad mapping of the student's characteristics can provide faculty with an important advantage when choosing the instructional content and foci most appropriate for a target group of students, both in terms of theoretical and pedagogical training. This mapping can also assist faculty in devising the teaching methods, instruction and training styles best suited for first beginning students.

This conceptual framework is composed of four dimensions: 1. Social outlooks and opinions; 2. Characteristics of the successful teacher; 3. Future professional outlook; 4. Motivations for study.

This paper suggests a particular quantitative tool for mapping each dimension. In order to apply this framework, an empirical study examined these dimensions among 97 students during their study in the preschool education program of Sakhnin Teachers College.

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Independence day in kindergartens – a test case of the importance of teachers awareness of attitudes and perceptions

NICOLE BEN-NUN¹

This article deals with the influences of attitudes, perceptions and personal emotions of kindergarten teachers on the pedagogical and educational activities in the classroom. This argument is based on the findings of a qualitative research that was conducted among 5 kindergarten teachers, regarding their perceptions and attitudes on presenting and teaching about Israel's Independence Day in their kindergarten class. Jewish holidays in general and especially national holidays, are factors of socialization of young children and they contribute to constructing their national identity. The findings shows that nostalgic and non-optimistic kindergarten teachers adopted a behaviorist educational theory when presenting Independence Day in the classroom, whereas non-nostalgic and optimistic kindergarten teachers adopted a progressive educational theory presenting this subject. These findings emphasize the need to reveal the attitudes, perceptions and personal emotions of the kindergarten teachers and bring them to their awareness, in order for them to fully understand their impacts on the entire educational activity. This awareness can be achieved by means of different kinds of reflective processes, which ought to be conducted from the very beginning of their training.

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