



LIKAL curriculum and its implementation on primary education

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Abstract

Since 2009 the LIKAL program has been fully implemented into the elementary teacher training track at the David Yellin Academic College. In this study I propose to examine how the subject matter taught in this program was implemented in the teaching activities and induction process of the program's graduates in their schools. In-depth interviews were conducted with eight graduates in their second year as teachers in elementary schools. The findings testify that all the graduates endorsed the positive value of the affinity developed with pupils and parents from the outset of their work as educators. They connected personally, academically, socially and familywise with their pupils. All the new teachers were aware that customized teaching utilizes applied tools and practical strategies for teaching in a heterogeneous class. Some testified they are using the various strategies daily for differential teaching in a heterogeneous class, but some still have difficulty in applying these strategies routinely. Despite their LIKAL training the graduates' experienced difficulty in fulfilling obligations imposed immediately upon entry into their schools and frustration over their inability to implement what they had learnt in the LIKAL class.

Key words: Theory and practice, heterogeneous classes, teacher's training, new teachers