



Teacher Coherency as a driving force for leading change in a kindergarten

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Abstract

The action research presented here is the story of a teacher that initiated a change in her kindergarten, told from her point of view, as initiator of the change and from her academic advisor. An analysis of documents and interviews collected through a period of six years enabled her to identify seven practical elements lying at the foundation of the change: acceptance of personal responsibility through caring; self-control and rational coping; leading children to the acquisition of learning-related skills; creating a learning framework; instilling independent choice skills; providing opportunities for experiencing mindful movement, and mediating learning in stages. The analysis of these basic elements enabled the teacher to understand the connection between them and her professional beliefs, and to focus on coherency in her work. The aim of this article is to arouse thinking about the need to train kindergarten teachers to lead change and about the strength of coherency in teaching.

Key words: Kindergarten, change, movement, learning-related skills, self-regulation, social competence, coherency