



Kaye Academic College of Education

Academic Innovation in Education



Kaye College is Celebrating its 60th Anniversary ■ 2014

Congratulations on receiving Shahaf prize

Congratulations to Dr. Yehudit Barak, Dr. Smadar Tuval and the Shachaf Staff ("Active Educational Partnership") on receiving the Award of Recognition for a Pedagogical Initiative that has made a unique contribution to Teacher Education, using an interpersonal pedagogical approach that cultivates an environment of partnership between teachers and teacher education students.

The award was given by the Ministry of Education, the Scientific Committee of the International Conference and the MOFET Institute at the International Conference that took place in Jerusalem, in 2013.

Shachaf (ACE-Active Collaborative Education), a teacher education program for university graduates, offering teaching certificates to heterogeneous groups of students: immigrants and Israeli born, secular and religious, Jews and Arabs as well as students from additional communities in a multicultural learning environment.



Contents

- 3 **From the President**, Prof. Lea Kozminsky
- 4 **Interview with Mr. Geoffrey Kaye**,
Dr. Riva Levenchuk
- 7 **What's Up in the City**, Dr. Rachel Kroupp
- 8 **Kaye College Celebrates its 60th Anniversary**,
Dr. Riva Levenchuk
- 12 **Permanent Exhibition Dedicated to the
60th Anniversary of Kaye College**,
Dr. Rachel Kroupp

Greetings on the 60th Anniversary of Kaye College

- 14 **Rabbi Shai Piron**, Minister of Education
- 15 **Mr. Amram Mitsna**, Chair of the Committee
for Education, Culture and Sport
- 16 **Mr. Ruvik Danilovich**, Mayor of Be'er-Sheva
- 17 **Mr. Arie Abir**, Head of the Companies
Bureau, Jewish Agency for Israel
- 18 **Ms. Gila Nagar**, Deputy Executive Director,
the Ministry of Education
- 19 **Mr. Noach Greenfeld**, Director of the
Education Department, Ministry of Education
- 20 **Ms. Amira Chaim**, Head of the Southern
Region, Ministry of Education
- 21 **Dr. Dalit Atrakchi**, Secretary General of the
Israel National Commission for UNESCO
- 22 **Prof. Dr. hab. Jan Łaszczyk**, Rector, Academy
of Special Education, Warsaw
- 23 **Prof. Pauline C.H. Kollontai**,
York St John University, York
- 24 **Ms. Risa Levy**, Cultural Program Specialist,
USA Embassy
- 25 **Mag. Dr. Pia-Maria Rabensteiner**, Head of the
International Relations Office, Viktor Frankl
UCTE, Klagenfurt, Austria

Memories

- 27 **Ms. Rivka Ben Ya'acov**
- 28 **Prof. Shlomo Back**
- 30 **Dr. Esther Gussarsky**
- 31 **Mr. David Ohana**
- 33 **Dr. Ranem Mazal**

Faculty Members about Kaye College

- 35 **Prof. Zipi Shehory-Rubin**
- 36 **Dr. Amal Abu-Sa'ad**

Graduates about Kaye College

- 37 **Ms. Kidusha Roitman-Bemnlker**
- 38 **Mr. Avi Yanus**
- 39 **Ms. Tania Kafengauz-Ader**
- 39 **Mr. Michael Rabin**

Student Voices

- 40 **Miriam Abu Zaid**, Miriam Alatawna,
Hila Kerskas and Mor Marziano
- 41 **Neta Sukenick**, Student, Seminar
Hakibbutzim
- 42 **An Interview with Prof. Lea Kozminsky**,
President of Kaye College
- 45 **From the Desk of the Executive Director**,
Dr. Tali Ben Israel

Internationalization at Kaye College

- 46 **TEMPUS IRIS Project: Internationalization of
the Curricula**,
Dr. Riva Levenchuk
- 50 **The Participation of Kaye College in the
International Multicultural Project
"TEMPUS DOIT"**, Ms. Miriam Schildkraut
- 51 **Joint Consultation with York St. John University**,
Prof. Lea Kozminsky, Dr. Nurit Basman
- 53 **The Kaye-York Collaborative Project**,
Ms. Liron Shokty
- 54 **Interventions in Kosova, Albania and Ethiopia**,
Dr. Moshe Landsman
- 57 **Music in Common**, Dr. Inna Smirnov
- 59 **An Educational Model based on the Values of
Viktor E. Frankl**, Dr. Elfriede Koschina, Viktor
Frankl UCTE, Klagenfurt, Austria
- 61 **Impressions of a Visit to Kaye College**, Mario
Wolte and Robert Sturm, Students, Viktor Frankl
UCTE, Klagenfurt, Austria

Contents (cont.)

Conferences

- 62 **Educational Encounters-Between Cultures and Pedagogies,**
Dr. Olzan Goldstein & Ms. Miriam Schildkraut
- 64 **"Life Long Learners; Impressions from a Study Day at "Tarshish",** Ms. Hanna Blau
- 67 **National Conference of Excellence Students,**
Dr. Vered Yeflach-Wishkerman
- 68 **Evening in honor of the College Faculty and Staff over Generations,** Ms. Hanna Blau

Innovations in Education

- 69 **The New M.Ed. Program: Education in the Age of Information and Communication Technologies,** Dr. Olzan Goldstein
- 70 **Dynamics of Organizational and Pedagogical Innovation in Teacher Education,**
Dr. Amnon Glassner
- 72 **IPads at the Service of Pedagogy,**
Dr. Anat Shayovich
- 74 **Peer Tutoring and Art of Mentoring,**
Dr. Varda Sa'ada Gerges

Facing the Community

- 75 **The Role of Kaye College in Making Higher Education Accessible for Bedouin Women in the Negev,** Dr. Nurit Nathan

- 76 **The Virtual Mathematical Marathon in the Negev,**
Dr. Haya Kaplan and Dr. Mark Appelbaum
- 78 **Apprenticeships & Mentoring in Promoting Excellence in Spoken Arabic Studies for High School Pupils,**
Dr. Vered Yeflach-Wishkerman
- 79 **Kindergartens in the Bedouin Sector,** Ms. Etti Bar
- 81 **From the Dean's Desk,**
Ms. Riki Borochoovsky- Hadad
- 82 **Involvement in the Community,**
Mr. Roi Amano
- 84 **Bedouin Students Teach Hospitalized Children,**
Dr. Saleem Abu Jaber
- 85 **Innovation at the Center for Parenting and Family,** Ms. Nurit Kochavi
- 86 **Don't Be Afraid of Someone who is Different and Help as much as Possible,** Dr. Noa Leibovich
- 88 **A Tent in the South,** Mr. Israel Rabinovitz
- 90 **Kaye College Growth Resources Induction,**
Dr. Haya Kaplan

Retirement

- 92 **"The End of the Matter-My Retirement from the Pre-Academic Studies,** Ms.Vella Feingold
- 92 **Retirees**
- 93 **In Appreciation of our Supporters**



From the President

This academic year has been a festive year. We celebrated the 60th anniversary of Kaye Academic College of Education and enjoyed various academic events that manifested our mission in the Negev. As an institution that endorses research and knowledge creation we organized a two day research conference, entitled "Encounters in Education: Between Cultures and Pedagogies". On the 25th and 26th of March, 2014 about five hundred participants took part in this conference, which offered more than one hundred and ten different sessions with over two hundred and forty presenters. The participants praised the college for the spirit and the organization in which they were welcomed and

felt that the values of multiculturalism and innovative pedagogies were given platforms they deserved.

Another festive occasion took place on the 20th of May, 2014, during which distinguished guests from Israel and abroad joined us at our campus. In the presence of Mr. David Pears, his family members and representatives of the Pears Foundation, the beautifully expanded Pears Art Centre with its new classrooms and workshops were inaugurated. Our students enjoyed listening to Mr. Geoffrey Kaye's history telling about the foundation of our college and many faculty members and students took part in the opening ceremony of the permanent exhibition presenting, in word and image, the history of Kaye College from 1954 until 2014. It was indeed a full day of festivities that ended with the B.Ed. and M.Ed. graduation ceremony (three hundred and sixty four graduates received their first degree and forty four students received their second degree).

Our 60th anniversary also marks the impressive road that we have taken from a small seminar for "the village teachers" to a well-recognized academic institution that offers first and second academic degrees for the many talented youths from the Negev. This year we have received permission of the Israeli Council for Higher Education to commence two new M.Ed. programs; "Education in the Era of Technology Information" and a new program, "Master in Teaching" (M.Teach), which will start this coming year. Both programs indicate our commitment to broaden our graduate school and offer in-service teachers further avenues for their professional development.

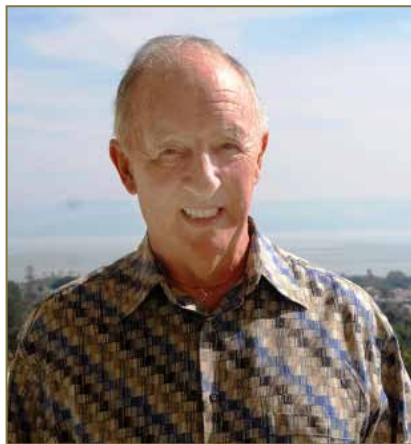
For the past four years we have launched a pedagogical innovation, "Project- Based-Learning", that involves many of our faculty members and students. We believe that scholarly teaching in the college should represent meaningful learning and portray a model of teaching to our students, and therefore we are well engaged in implementing Project-Based-Learning in our programs. Students and faculty members are immersed in this relevant and active pedagogy and claim to be profoundly motivated and intrigued to learn and teach in this manner.

I wish the years to come to be as successful and enriching as the past sixty years with the support of all those who regard education in the Negev their primary mission.

I would like to take this opportunity to sincerely thank all our partners and supporters, who have joined in our mission and who actively take part in promoting Kaye College as one of the leading academic institutions in the country. I also thank all our distinguished guests, who joined us in our 60th anniversary celebrations, for honoring us with their presence.

Lea Kozminsky

Prof. Lea Kozminsky,
College President



*An Interview with
Mr. Geoffrey Kaye,
Loyal Friend and Supporter
of Kaye College*

Mr. Geoffrey Kaye is a loyal friend and supporter of Kaye Academic College of Education, who has been generously and warmly supporting our college over the years.

The relationship between the Kaye family and the State of Israel began with the establishment of the State when it was taking its first steps.

In 1954, their son, Mr. Geoffrey Kaye, visited Israel, and following a meeting with David Ben-Gurion, Mr. Kaye decided in 1975 to establish a project that would not only serve as a memorial for his parents, but would also contribute to the country's future. In response to a proposal from the United Israel Appeal- Keren HaYesod, he made a contribution for "a magnificent building for a Teachers' Seminary in Be'er-Sheva."¹

In 1982, Mr. Geoffrey Kaye donated the main college building in memory of his dear parents Michael and Golda Kaye. The Gemma and Jennifer Kaye Biomechanics Laboratory was established by Mr. Kaye in honor of his two daughters. The Geoffrey and Kiki Kaye Students' Center enables students to study in a comfortable and pleasant atmosphere. The Natasha and Seth Hudson, Sophia and Lily Pears Gymnasium contributed by Mr. Kaye in honor of his grandchildren, are all components of the college campus.

In addition to these contributions to the physical fitness of the college, Mr. Geoffrey and Mrs. Kiki Kaye have established a scholarship fund for students. These scholarships motivate our students, encourage their professional development and contribute to the level of education in the Negev.

Thanks to the generous contribution of Mr. Geoffrey and Mrs. Kiki Kaye, the historical exhibition devoted to the 60th anniversary of Kaye College, was made possible.

On the eve of the 60th anniversary of Kaye College, Mr. Geoffrey Kaye was interviewed by Dr. Riva Levenchuk, Head of the International Relations Office.

Mr. Kaye, could you tell us about your family.

Mr. Geoffrey Kaye: *My mother was the eldest in the family out of ten children. She was born in Kiev which belonged to Russia at that time. My father was also the eldest of ten, he was born in England. I was born in London in 1935. In 1953, I started to work with my father in supermarkets. In 1962 we went public with forty seven stores. I had at one time thirty one first cousins, most of them in England, the USA and in New Zealand. In 1966, my father passed away.*

¹ Prof. Zipi Shehory-Rubin, chapter "Mr. Geoffrey Kaye and Kaye College" in the catalogue "The History of Kaye College 1954-2014" published in the framework of a historical exhibition about the College's development.

Who took over the supermarkets when your father passed away?

Mr. Geoffrey Kaye: *I took over the company in 1966. At that time we had a hundred and twenty seven supermarkets with five thousand employees.*

In 1973 I sold the company to British American Tobacco.

You owned a huge net of supermarkets. What happened after you sold the supermarkets?

Mr. Geoffrey Kaye: *In 1975 I moved to Monte Carlo and in 1978 I bought a home in Scottsdale Arizona USA. In 1986 we moved to Ajijic in Mexico.*



Mr. Geoffrey Kaye receives the certificate of appreciation from Prof Lea Kozminsky, Kaye College President

their mothers. Finally, we also opened an animal shelter with a vet clinic and a pet store, of which all profits go to five charities. This project is unique in the world and all these projects keep me very busy.

This is really amazing! May you and your family be blessed and may you continue with the outstanding projects for the sake of humanity and the living world.

At the annual B.Ed. and M.Ed. graduation ceremony which, this year, took place during the 60th anniversary celebration of Kaye College, Mr. Geoffrey Kaye received a Certificate of Appreciation (see next page).

Mr. Geoffrey Kaye: *I am so proud to see the achievements of the College, in this changing world and I hope to live long enough to see even more success, God willing.*

Thank you, Mr. Kaye, for this interview. I am sure that it is of much interest to the reader to read about the life of the person who founded the college, and who has been contributing so much to its development. Let me take this opportunity to wish you and your family good health and happiness. All of us here at Kaye very much enjoyed your visit last May, and we hope to see you and your dear family many more times in the near and distant future.

When did you decide to support Israel?

Mr. Geoffrey Kaye: *I decided in 1973 that I would like to build something in my parent's name in Israel, and roundabout 1980 we started 'Kaye College', never dreaming it would be so successful.*

Could you tell us more about your philanthropic activities?

Mr. Geoffrey Kaye: *Since moving to Mexico eighteen years ago, I have started a Synagogue with over one hundred members, a home for orphaned children, "Love in Action", a community center for the poor which includes a medical center as well as a dentist practice. We are also providing education to four hundred children who are going to school for the first time. Every Friday, we provide meals for over two hundred children and*



KAYE ACADEMIC COLLEGE OF EDUCATION

Celebrates its 60th Anniversary-Leading the Way in Education

Certificate of Appreciation

THIS CERTIFICATE IS AWARDED TO

MR. GEOFFREY KAYE

HONOURABLE FRIEND, FOUNDER
AND SUPPORTER OF KAYE COLLEGE

AS A TOKEN OF THE COLLEGE'S
PROFOUD APPRECIATION
OF MR. KAYE'S FORESIGHT AND GENEROSITY
ENABLING THE ESTABLISHMENT OF THIS COLLEGE
IN MEMORY OF HIS BELOVED PARENTS
MICHAEL AND GOLDA KAYE
AND OF HIS ONGOING FRIENDSHIP AND SUPPORT
OF THE COLLEGE AND
OF FUTURE TEACHERS IN THE NEGEV
AND THROUGHOUT THE STATE OF ISRAEL

Lea Kozminsky

PROF. LEA KOZMINSKY
COLLEGE PRESIDENT

KAYE ACADEMIC COLLEGE OF EDUCATION
BE'ER-SHEVA, ISRAEL MAY 20TH, 2014

Sex in the City, by Kiki Kaye

Dr. Rachel Kroupp, Curator and Senior Lecturer in Art Education

A new and contemporary work appears in the Art Gallery of the Pears Art Centre at Kaye Academic College of Education, entitled; "Sex in the City", generously donated by the artist Kiki Kaye, friend and supporter of the college. The work, which was received by the college in honor of its 60th anniversary celebration, is part of a series of works about the "city" in which the artist resides. Kaye, whose works are included in renowned collections around the world, identifies with the contemporary philosophy of postmodernism, which is characterized by a combination of technology, automation, recycling, dynamism and power within works of art. Kiki Kaye is an artist who responds to the global world of our times, and she uses symbols that represent innovation, boldness and power to express feelings and attitudes at the center of discussions of our world. The title of this work, "Sex in the City", like the preceding television series and movie carrying the same name, refers to the effort of addressing contemporary social issues, such as the status of women and that of the gay community.

Ms. Kaye adds a new dimension to the subject and embodies, within her painting of the city, its power, size, mass, contradictions and conflicts in order to create in the viewer not only a feeling of awe and curiosity, but also of anxiety. Her work presents, on the one hand, the little man's fear of facing the power, speed, size and colorfulness of the big city and on the other, the power of human beings to cope with, develop, renew and strengthen those forces. The artist uses a language that is unique to her, that finds expression in a multitude of materials, in recycling, composition with hot colors, contrasts in shapes and in colors, and blurring the boundaries between the two dimensional and the three dimensional. Despite this multiplicity, her works possess a perfect harmony and a magical atmosphere, in spite of, or perhaps, because of the combination that she arranges between the vast and colorful city and the shadows of the dark river. About her paintings of the city, Kiki Kaye writes:

"I love modern cities and their architectural designs. The populations make the city so vibrant and spectacular. There are always movements which fascinate me. The sun reflected in these buildings and the night lights make the city sparkle like a huge diamond. This is what I like to show in this and in my other paintings, concerning the category of "Recycle Plan".



Ms. Kiki Kaye, *Sex in the City*, 2013. Acrylic 28" X 20", Photographic Print, Limited Edition.

Kaye College Celebrates its 60th Anniversary

Dr. Riva Levenchuk, Head of the International Relations Office



The honored guests listen to various projects taking place at the college.
(from left to right) Ms. Jennifer Pears, Mr. Geoffrey Kaye, Ms. Kiki Kaye and Ms. Joni Pepe

Kaye Academic College of Education is today one of the leading academic institutions for teacher education and professional development of educators in the south, serving both the Jewish and Bedouin populations of the Negev.

This academic year is a very significant year in the history of our college: it celebrates the 60th anniversary with a year full of special events, intensive academic activities, conferences, seminars, workshops, exhibitions and new partnerships. Indeed, it is a very special year for Kaye College.

The year's ultimate highlight event took place on May 20th, 2014, a day with several festive ceremonies in the presence of our distinguished guests, friends and supporters from abroad and Israel. Among them were Mr. Geoffrey Kaye, honored friend, founder and supporter of Kaye College and his wife, Ms. Kiki Kaye, their friends-the Pepe Family, Mr. David Pears and Ms. Dina Gidron, representing the Pears Foundation, his wife Ms. Jennifer Pears and their charming daughter Ms. Sophia Pears, Ms. Gaie Scouller of the Sobell Foundation and her niece Ms. Samantha Clark, Ms. Susan Sharon and Mr. Barrey Kornel of the South African Zionist Federation (Israel), Mr. Arie Abir, Head of the Companies Bureau, Jewish Agency for Israel, Dr. Dalit Atrakchi, Secretary General of the Israel UNESCO Commission, Mrs. Miki Banai, Supervisor of the Ministry of Education and former Director of the Visual Art Center, Dr. Erga Heller and Dr. Noa Leibovich, Heads of the Art Department, Ms. Elena Fominykh, Director of the Visual Art Center Kaye, College supporters, Dr. Adna'an and Hula Sa'adi, as well as college administration, faculty members and students, took part in the events of this exciting day.

The day started with the warm greetings of Prof. Lea Kozminsky, College President. A movie about the college was screened and afterwards a few of our honored guests: Mr. Geoffrey Kaye, Ms. Gaie Scouller and Mr. David Pears addressed the audience. Students from the various college departments introduced their programs and special projects.

Next on the day's full and emotionally loaded program was the inauguration of the expanded Pears Art Center with its new spacious classrooms, so generously donated by the Pears Foundation. The official opening ceremony was conducted in the presence of Pears Foundation's representatives, the Kaye Family and their friends, representatives of the Rashi Foundation, Kaye College faculty members and students.



Prof. Lea Kozminsky presents Mr. David Pears of the Pears Foundation with a key to the Center as a token of profound appreciation

The inauguration ceremony started with greetings given by Kaye College President, Prof. Lea Kozminsky, who thanked the Pears Foundation and Mr. Mr. David Pears, trustee of the Pears Foundation personally for his warm support of our College and Ms. Dina Gidron, the Israeli representative of the Pears Foundation, for her encouragement, kind assistance and constant availability. Prof. Lea Kozminsky also extended her thanks to the Rashi Foundation for their assistance and professional management of the project.

The Pears Art Center serves teachers and students as a home for the study of arts in the Negev, a creative space for Jewish and Bedouin artists and art lovers. There are workshops and a beautiful gallery for art exhibitions. Due to its location, Kaye College also serves as a perfect place for interaction between academics and art lovers from different ethnic backgrounds in the region and so, it serves as a model for peaceful coexistence.



Mr. David Pears unveils the plaque



Our dear friends and loyal supporters (from left to right): Ms. Dina Gidron, Representative of Pears Foundation in Israel and Ms. Gaie Scouller of the Sobell Foundation, UK

Pears Foundation representative, with a symbolic key as a token of the college's most sincere gratitude for opening the door to a better future for art education in Israel.

In the gallery of the expanded Pears Art Center, a new contemporary work, entitled "Sex in the City" was viewed for the first time by guests and friends. The painting was generously donated by the artist, Ms. Kiki Kaye, long-time friend and supporter of the college.

In the afternoon the festive opening of the permanent exhibition "The History of Kaye College", generously sponsored by Mr. Geoffrey Kaye and Ms. Kiki Kaye, followed. This exhibition-narrates the history of Kaye College over sixty years, telling the story of the development of teacher education in the Negev from its beginning to the present day. The exhibition was opened by College President Prof. Kozminsky. Greetings were given by Mr. Geoffrey Kaye, Mr. Arie Abir, Head of the Companies Bureau of the Jewish Agency for Israel. The historian Prof. Zipi Rubin and Dr. Rachel Kroupp, curator of the exhibition who prepared the display in collaboration with the photographer Yoram Peres, gave the opening talks.

Mr. David Pears unveiled a plaque which expresses Kaye College's gratitude for the Pears Foundation's generous support. Warm thanks were also extended to Mr. Turgeman, the Chief Executive Officer of the Rashi Foundation. The plaque for the excellent management of the project was unveiled by Mr. Eyal Ler and Mr. Amitai Gabai from the Rashi Foundation. The ceremonial ribbon was cut by Mr. Geoffrey Kaye, the Pears family and Mrs. Dina Gidron, after which the participants were invited to peruse the expanded and spacious new Pears Art Center for the first time.

The attendants were impressed by the newly expanded Pears Art Center, which will serve as an amazing place to promote art education in the south of Israel. College President Prof. Kozminsky gifted Mr. David Pears, the



Mr. Geoffrey Kaye and Ms. Kiki Kaye are reviewing the program of the day.



Wall of College Supporters

The Supporters' Wall was unveiled by Prof. Lea Kozminsky, College President and Mr. Geoffrey Kaye, loyal friend and supporter of the college, accompanied by the sounds of an entertaining musical interlude. Greetings were given by college supporters Dr. Dalit Atrakchi, Secretary General of UNESCO, Israel, Ms. Susan Sharon and Mr. Barrey Kornel of the South African Zionist Federation, Israel. Mr. Geoffrey Kaye, Ms. Gaie Scouller of the Sobell Foundation, Ms. Susan Sharon of the South African Zionist Federation were awarded with Certificates of Appreciation for their heartfelt support of the college for over twenty years.

The charming Miss Sophia Pears planted a pear tree in the ecological garden of the college. The day ended with a celebration of the annual award ceremony of B.Ed. and M.Ed. graduates in the presence of numerous guests, graduates' families, friends, faculty

members and students. It was a day to remember, a day full of excitement, joy and pride.

I would like to take the opportunity and wish Prof. Lea Kozminsky, College President and the Kaye College staff much success in fulfilling their mission of training teachers who will take the initiative to become leaders in their schools and communities, and who will lead to significant changes in the lives of many people in the south of Israel.



The wonderful team who produced the historical exhibition (from left to right): Mr. Yoram Peres, Photographer, Prof. Zipi Rubin, historian, Dr. Rachel Kroupp, Curator with Prof. Lea Kozminsky, College President at the opening of the exhibition.

Photo by: Ms. Haya Golan

Kaye Academic College of Education, 1954-2014

A Permanent Exhibition in Commemoration of 60 Years

Dr. Rachel Kroupp, Exhibition Curator, Senior Lecturer of the Art Education Department



On May 20th this year, a permanent exhibition was opened at Kaye Academic College of Education, entitled – Kaye Academic College of Education, 1954-2014. The exhibition displays the institution's development from a school which, during a one-year-study only, prepared teachers for education in agricultural settlements and border areas, to a college for academic teachers who earn B.Ed. and M.Ed. degrees. The college went from a small seminar with only one class of thirty new immigrant students, to an academic institution whose students come from the entire spectrum of Jewish and Bedouin communities residing in the Negev, and from a small, temporary building to a large campus with modern buildings, in which kindergarten teachers and primary and secondary school teachers are educated in a variety of disciplines.

Written texts and visual imagery of the exhibition represent many generations of students, faculty, administrators and sponsors who were active over a course of sixty creative and educational years. The exhibition also presents prominent figures in education and politics in Israel, who together turned the dream into reality; among them, the outstanding educator, Arie Simon, who was the first director of the school, Prof. Ben-Zion Dinur, the former Minister of Education, David Tuviah, the first mayor of the city of Be'er-Sheva; Mr. Geoffrey Kaye, who has been contributing to the development of the college over the years and additional prominent personalities who promoted this educational institution and turned it into a leading influential educational agent in the Negev.

Objects on display in the exhibition open a window before the viewer to the world of students at Kaye, from the 50's to the present; posters are hung on the walls of the exhibition, in chronological order, testifying to the development and progress of the college in granting degrees,



The historical exhibition, generously sponsored by Mr. Geoffrey and Ms. Kiki Kaye

establishing the various disciplines and constructing modern buildings. The display tables present different historical objects such as: diplomas, notebooks, written pages, albums and brochures, as well as old yellow pages, authentic photographs and colorful catalogs. All along the length of the walls of the exhibition, there is a flowing line of photographs connecting



Mr. Kaye gives greetings at the opening of the exhibition

all the displayed contents. It includes images of people coming to the college, and engaging in various activities, thus allowing a glimpse into both day-to-day events as well as special experiences of students, faculty, staff and guests. The visitors are invited to make use of contemporary technological tools, such as a smart computer station, which allows of an even closer look at the history of the college, and a video station that plays short movie clips of college events. Shelves in a glass cabinet showcase books written by college lecturers on a variety of topics and fields. A "message wall" that embellishes the exhibition, states key ideas that are at the heart of the college. These sentences constitute a kind of declaration that defines the goals and objectives of the college, as perceived by leading educators.

Five colors have been chosen for the exhibition, which appear in all elements of the display. Shades of white, gray and black symbolize learning activities and research. Ocher suggests the Negev Desert, the college's location. Burgundy reflects young people, the lively and creative spirit of the college. The exhibition space is also graced by sculptures which are made of clay and cast in bronze by the artist Tamar Eytan, who taught at Kaye College for many years.

The structure of the exhibition and its components present images and events from the college's narrative, both past and present. In addition, they leave room for tomorrow's ideas and hopes. The historical exhibition of Kaye College is based on the book; "Fifty years of Teacher Training in the Negev, 1954-2004", written by Prof. Shehory-Rubin. The planning of the exhibition has been carried out by three college lecturers, experts in their fields: Prof. Zipi Shehory-Rubin, historian, Dr. Rachel Kroupp, curator and Mr. Yoram Peres, photographer.

Letter of Congratulation from Rabbi Shai Peron, Minister of Education



In honor of the 60th anniversary celebration of the founding of Kaye College, I am happy to have this opportunity to congratulate those who are involved in this blessed work of education – both in the past and at present.

Sixty years is an impressive milestone by any standard of measure. This is a time to look with pride at the sixty years that have passed, sixty years of values, educational endeavor and excellence.

The college began its journey in the Meshek-Ezer neighborhood in Be'er-Sheva. It led the process of academization of teacher education and was among the first to receive full academic accreditation in all its teacher education programs.

In 1994, it was among the first colleges to receive accreditation for MA studies.

Our State is not overflowing with resources, but it has been blessed with exceptional human capital that has been the primary foundation for its flourishing throughout all the years of its existence.

During the sixty years that Kaye College has been operating, it has fostered innovation, originality and creativity. It combines teaching and research and constitutes a magnet for academics and educators in Israel and throughout the world as well. Teachers who have been educated in Kaye College and those who attend its classes and cultural events currently to broaden their education, are suffused with a sense of mission and a desire to influence for the better. They are leaders in various educational fields and advance, throughout Israel, a spirit of creativity and eagerness to achieve.

When I took over my position as Minister of Education, I was introduced to the work of the kindergarten teachers in the educational system in Israel. I came to know the beautiful aspects of the system, the educators who see their work as a mission. I believe in their ability to further educational endeavor. I believe that with joined forces and cooperative planning, we will move forward together and strengthen the educational system in Israel.

I acknowledge the importance and the central place of teacher education, in that it is part of our national responsibility. Educators of all kinds – kindergarten teachers, educators, principals and supervisors – people who dedicate their lives to develop education; these are the core assets of the educational system and of Israeli society.

I express profound gratitude to all those who carry the yoke of “these most beautiful professions”, and I strongly encourage them in their educational work.

Together we will give meaning to our daily life.

May your strength maximize and may you be successful.

Rabbi Shai Piron

Chair of the Education, Culture and Sport Committee, Amram Mitzna



הכנסת
י"ר ועדת החינוך
התרבות והספורט



Photo by: Mr. Itzik Harari

Sixty years have passed since Kaye College began its journey, performing its blessed work of educating generations of teachers, educators and instructors from among their students– welcome activity that gets better with age and whose fruits we all enjoy.

I would like to congratulate those involved in this important work: Professor Lea Kozminsky, President of the College, faculty and staff members, and of course, the students themselves– tomorrow's educators who are needed for one of the most difficult though most rewarding jobs.

Your academic framework facilitates learning and action in a tolerant environment that combines professional development together with the empowerment of human resources. The contribution of your institution, both to the Israeli educational system and to the advancement of multiculturalism and pluralism is priceless, and for that we offer our thanks.

You have earned the right to appear at the top of the list of institutions that influence Israel by training educators and teachers while emphasizing, amongst other, technological challenges that the present century has set for us and for future generations. The long way that you have traveled is inspiring, and I am sure that in the future as well, you will continue to lead the field of teaching in Israel.

Well done!

Amram Mitzna,
Member of Parliament



Mr. Amram Mitzna with Ms. Amira Chaim, Head of the southern region, Ministry of Education, Prof. Lea Kozminsky, College President and Dr. Dalit Atrakchi, Secretary General of UNESCO

*Letter of Congratulation from the Mayor of Be'er-Sheva,
Mr. Ruvik Danilovich*



Kaye College of Education in Be'er-Sheva is an outstanding model of academic excellence, innovative teaching and groundbreaking leadership in an urban institution that provides opportunities to every young man and woman from the whole spectrum of the local, diverse population.

As a graduate of the college, I would like to draw special attention to the excellent teaching staff, which in addition to its professionalism, works with great dedication and with a real sense of mission. With great love the educational staff teaches its students to strive for excellence, to believe in themselves, and to realize their own potential.

At Kaye College, students specialize in fields of teaching, education and special education. The college prepares teachers and educators for the future of the State of Israel, who will be role models for pupils of today, who, in their turn, will be leaders of tomorrow.

Personally, it is important to me, as a graduate of the college, to indicate that I received vital tools for dealing with reality and for succeeding in life. The college transmits an additional value, beyond teaching and professional training, in that it gives love to, and has faith in each student's personal ability, and lends assistance in coping with life. My studies at Kaye College instilled hope in me and gave me inspiration. To a large extent, they shaped my personality.

I extend my best wishes to the college, which is celebrating sixty years since its founding, and I wish for many more years of fruitful endeavor. May Kaye College continue to lead in the field of education.

"The best way to predict the future is to create it."

May you continue to positively influence the future, to be a source of pride and joy to the city of Be'er-Sheva, to the Negev and the State of Israel.

With great esteem,

Ruvik Danilovich
Mayor of Be'er-Sheva

Letter of Congratulation from the Jewish Agency for Israel, Mr. Arieh Abir



Dear Prof. Kozminsky,

On behalf of the Jewish Agency for Israel, I am honored to extend congratulations on the 60th anniversary of Kaye Academic College of Education.

We are very proud to be a partner of Kaye College which has grown to be a leading teacher-training institution in Israel. We see the college's enormous contribution to the educational field in the Negev as part of the Jewish Agency's endeavors to bridge educational and social gaps in Israel's periphery, and our

aspiration of "Tikkun Olam" ("repairing the world") is most clearly expressed in the college's prominent role in training Bedouin students for the benefit of Bedouin society and Israel as a whole.

We look forward to continued involvement in the growth and flourishing of this highly important institution.

Sincerely,

Arieh Abir
Head of the Companies
Bureau,
The Jewish Agency for Israel



Mr. Arieh Abir with Prof. Lea Kozminsky and Mr. Geoffrey Kaye at the 60th Anniversary Celebrations

Letter of Congratulation from Ms. Gila Nagar,
Deputy Executive Director, the Ministry of Education, on the Occasion of the 60th
Anniversary of the Founding of Kaye Academic College of Education



Sixty years is a long time, during which Kaye College has managed to travel a long way and contribute a great deal to the system of teacher education and to the educational system of the State of Israel in general, and to the southern region in particular. The one-year school for village teachers, which was established in 1954 by the late educator, Aryeh Simon, and which laid the foundations for teacher education in the Negev, began its journey with teacher education for new immigrants in the educational system in the region, which had absorbed thousands of new immigrants from the Diaspora. Over the course of years, the school continued to grow, and in 1996, it became an academic college of education that would serve all the residents of the Negev. The College is authorized to grant a B.Ed. degree and a Teaching Certificate in all departments and in many specializations, Master's degrees in: Teaching (M.Teach), "Educational Counselling", "Learning and Instruction", "Physical Education and Sports for Excluded Communities at Risk" and "Education in the Era of Technological Information. Kaye College is a multicultural academic

institution, and it was the first to offer a program for teacher education in the Bedouin sector. Kaye College, like the entire educational system in Israel, and like many countries in the world, is coping with crucial questions at this time, among them: How should one teach in a multicultural society? What pedagogy is needed in a changing world characterized by increasing globalization, advanced technology and an information revolution? These questions find expression in the two main objectives that the educational system has established for itself.

The first objective is to create a model society that furthers values of solidarity and equality, which works to narrow social, cultural and economic gaps and to create a common denominator between its partners, with a liberal and multicultural approach. This objective aspires to a society that educates for acceptance, for tolerance, for civic responsibility and for humanistic values, the values of ethics and justice, and respect for the cultural heritage of all groups in society.

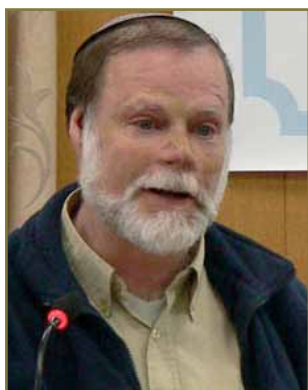
The second objective is the enactment of meaningful learning in all educational frameworks that will guarantee the interest and involvement of the student in both the process and contents of learning relevant to modern life in the 21st century. Achieving these objectives requires the involvement of educators at all stages of education, from kindergarten to the higher education system, and this of course includes teacher education. Kaye College is a trustworthy partner in striving for these goals. The college provides teacher education of high academic quality, with relevant practice teaching experience that imparts skills and tools for teaching, education and personal empowerment, thus cultivating teachers who are educators and social leaders involved in, and contributive to their community and to society as a whole. The college is not only an excellent academic institution, but it is also an exemplary educational institution that promotes, through its programs and activities, multiculturalism, liberalism, tolerance and cooperation in all sectors of society. The thousands of teachers who have been educated in this institution, and those who pass through its gates to further their academic and professional education, constitute an important link in the education of generations of pupils in the South and throughout the country. They will instill in their pupils, values acquired in the college, values that will ensure the resilience of Israeli society and the State.

I will conclude with congratulations and with expressing my appreciation for the students and teachers attending the college, to college faculty and heads, past and present, to Professor Lea Kozminsky, College President and my friend for many years, and to all these partners who have contributed so much to the success and prosperity of Kaye College. May you continue to make progress for the advancement of teacher education, the educational system and for society in the South and in Israel as a whole. Together we will succeed,

Gila Nagar
Deputy Executive Director

Congratulations to Kaye Academic College of Education in Be'er-Sheva on the 60th Anniversary of its Founding

Noach Greenfeld, Director of the Education Department, Ministry of Education



Kaye College began its educational work sixty years ago as a small seminar in which thirty students, new immigrants, were trained to teach in elementary schools. Currently, Kaye College is the largest academic college of education in the Central Negev, educating teachers and educators for the entire southern region and beyond.

Throughout the sixty years since its founding, the college has served as an exemplary model of pioneering spirit, innovation and creativity. Heads of the College in the past, including Ms. Rivka Ben-Ya'acov, Professor Shlomo Back and the current President of the college, Prof. Lea Kozminsky, succeeded together with the excellent teaching staff, in setting a high standard of quality teacher education, characterized by social commitment and academic excellence.

The college offers a variety of programs designed for a wide public from both the Jewish and Bedouin sectors: B.Ed. and M.Ed. programs; academic educational programs for teaching and innovative experimental programs. Recently the college also received approval from the Council of Higher Education for an M.A. Degree program in teaching, the M. Teach.

Kaye College is an important center for research in the field of teacher education and other educational fields. Important research studies carried out by the college faculty are presented at educational conferences in Israel and abroad, and are published in research literature in the field.

Teachers who have been educated at Kaye College, and those who enter its gates to further their education, benefit from meaningful studies that give them tools to help advance their pupils and to provide personal empowerment. They are highly motivated educators, filled with a sense of purpose and a desire to influence the educational system and society. They are involved in the educational system in the region and are partners in its progress.

I wish Professor Lea Kozminsky, President of Kaye College, board members, the administration, and all faculty staff and students, many more years of enhancement of teacher education, promoting academic excellence, continued creativity, innovation, involvement and moral commitment to the educational system and to Israeli society.

Good luck!

Noach Greenfeld

Congratulations to Kaye College on its 60th Anniversary
Amira Chaim, Head of the Southern Region, Ministry of Education



Educational practice is woven from purpose and mission, and its essence touches the human soul, a touch that affects and shapes one's personality, world, perceptions and attitudes. Educational practice stands at the heart of Kaye Academic College of Education, which this year is celebrating six decades of education and teacher education in the Negev, "On the Path of Education."

Kaye College was founded in 1954 by Aryeh Simon in order to help realize the pioneering educational project in the Negev through the training of a skilled educational labor force from and for the Negev. Today Kaye College is the foundation for building the pedagogical infrastructure of the educational system in the Negev. Kaye College plays a substantial part not only in realizing the educational vision in the Negev, but also in positioning Israel's status as a leader in educational achievements and values.

Teaching is considered a profession whose influence on future generations is crucial and essential. Kaye College is one of the best of its kind in the country, and the teacher education programs that are operated at the college are among the leading and most advanced, with an emphasis on partnerships and dialogue, on multiculturalism, on the application of innovative and multi-disciplinary concepts of teaching-learning-evaluation, on social involvement and on making a contribution to the community.

Kaye College is an expert in the development and education of teaching staff who are influential, responsible and committed to their work. The Ministry of Education in the southern District relies on Kaye College. Together we are building groundbreaking plans for the realization of the educational vision; "the Southern District leads to Excellence." Examples of such excellence projects are: certification of teachers and kindergarten teachers in the Bedouin sector in the past decade, building study programs in alignment with needs of the district, fostering of educational trends in primary and secondary schools, interventional programs in schools and more.

I convey my great appreciation and my personal gratitude to Professor Lea Kozminsky, the President of Kaye College, to Prof. Shlomo Back, former College President, and to the lecturers for cultivating educational leadership and for contributing to building the human capital of the State of Israel.

I clasp your hand and wish us all continued fruitful cooperation.

Congratulations,
Amira Chaim

Congratulations to Kaye College

Dr. Dalit Atrakchi, Secretary-General of the Israel National Commission for UNESCO



Kaye Academic College of Education is one of the oldest in the field of teacher education in Israel. Sixty years equal an immense accumulation of experience and an almost unrivaled capability in the enactment and transfer of knowledge, as well as a broad perspective based in part on the many years of accumulated experience.

There is no doubt whatsoever that this element in the college's unique "personality" is important, but it does not stand alone. This institution has outstanding values, facilitating acceptance and inclusion of all population groups in Israeli society, and serving for many young men and women as a key tool in their personal and social development. Kaye College gives tools for personal empowerment, social mobility and regional social development, without which, Israeli society would look different.

Alongside these values, the college creates excellence, constantly raising the bar for response it provides to students' needs who benefit from the capabilities of its excellent faculty. This excellence, praised by all, gives society a unique gift: high quality men and women teachers, with high educational and social awareness, many personal capabilities and excellent character traits for teaching. This is a tremendous service that the college gives to society, without which the State of Israel would not be able to empower its young men and women to progress. For all these things: Well Done!

Congratulations,
Dr. Dalit Atrakchi



Dr. Dalit Atrakchi (with Prof. Lea Kozminsky, College President and Dr. Riva Levenchuk, Head of the IRO Office) during her visit at Kaye College

*G*reetings from Prof. Dr. hab. Jan Łaszczczyk and
the Academy of Special Education, Warsaw, Poland



Prof. Dr. hab. Jan Łaszczczyk, Rector
The Maria Grzegorzewska Academy of Special Education

Dear Teachers and Students,

On the occasion of the 60th Anniversary of Kaye Academic College of Education, I would like to express my cordial greetings and congratulations to the entire academic community which is achieving a great deal in both teaching and research areas.

While our universities are geographically distant, we have a close scientific relationship with Kaye College. Teachers and researchers of Maria Grzegorzewska Academy of Education in Poland feel much sympathy and have a more than friendly attitude towards their colleagues at Kaye College.

Our scientific and didactic contacts with Kaye College are extremely valuable to us and we look forward to their future development and intensification.

The 60th Anniversary of Kaye Academic College of Education is a great opportunity to summarize the achievements, but also to reflect on new challenges and future directions of action.

We are confident that your scientific and pedagogical activities are a significant and lasting contribution to your country's achievements and that your actions contribute significantly to its development.

We believe that your commitment in shaping young minds will reach the highest level and will pursue noble goals, meeting the challenges of this century.

We are confident that, with the commitment of the Research and Management Staff, Kaye Academic College of Education will continue to educate many young people, who, with their level of knowledge, will strengthen the image of the college as a research unit, which is strong, reliable and with a very good reputation. As a result, Kaye College researchers, students and graduates will be perceived as valuable and respected citizens.

Dear President, Management Staff and Students of Kaye Academic College of Education, I hope this special jubilee year is bringing a lot of satisfaction based on your success in research and teaching fields, as well as new reasons to be proud of your achievements and of the reputation of your Alma Mater. I also hope that this year will bring you happiness and personal prosperity.

Once again, I heartily congratulate all of you.

Prof. Dr. hab. Jan Łaszczczyk

Greetings from York St. John University, York

Professor Pauline C.H. Kollontai, Associate Director of the Centre for Religion in Society, York St John University, York, UK



Congratulations to Kaye Academic College of Education on its 60th Anniversary. This is a time for celebrating the very important and innovative work which takes place at your institution in Teacher Education and Continuing Professional Development. Since my first meeting with Professor Lea Kozminsky in York during 2011 and my visits to Kaye College, I have learned much about your aims and vision to play a part in providing people in the Negev with opportunities in higher education that will empower students academically, professionally and personally and to contribute to social equity. The range of programmes at Kaye needs to be applauded for many things, but in particular, for the way in which the pedagogies are used

and the way in which the curriculum emphasises multiculturalism providing a 'relevant education for all cultures' and also for preparing students in their future work to be responsive to community needs and to work on issues of social justice through the education system. The commitment and enthusiasm of the staff at Kaye, which I have personally witnessed, in pursuing these aims and vision, must also be greatly applauded.

My colleagues and I in the Faculty of Education, Theology and Religious Studies have benefited in many ways from working with colleagues at Kaye over the past two years. Through your contributions to our 4th International Conference on Peace and Reconciliation, held in Jerusalem during 2012, and in working together on the joint Consultation held in York during 2013 on Multiculturalism in Educational and Social Contexts, involving colleagues from the disciplines of education, theology and religious studies, there has been a rich and stimulating discussion and exchange of ideas. We look forward to the second Consultation at Kaye College in November 2014 and to exploring more ways of working together.

Finally then, congratulations to staff and students on the 60th Anniversary of Kaye Academic College of Education as a leading institution of Teacher Education and for Continuing Professional Development in the Negev.

Professor Pauline C.H. Kollontai



Warm Greetings from the US Embassy

Risa Levy, Cultural Program Specialist, US Embassy



The United States Embassy in Tel Aviv congratulates Kaye Academic College of Education on its 60th anniversary. The Embassy has enjoyed a close partnership with the college for many years and is proud to have had the opportunity to send several Heads of Departments and lecturers to the United States to participate in the State Department's International Visitor Leadership exchange program. We also thank the college for hosting us for many ceremonial events, educational and cultural activities on their multilingual and multicultural campus which have brought students together from different ethnicities and backgrounds. The college is a leader in shaping education in Israel by preparing teachers to become not only professional educators, but leaders in their schools and in their communities.

The warm atmosphere which the college emanates and the gracious hospitality by President Prof. Kozminsky and Dr. Levenchuk is very much appreciated and we look forward to a continued cooperation. Congratulations, Mazaltov, and Mabrouk on this special occasion!

Risa Levy

Kaye Academic College of Education is most grateful to the U.S. Embassy for its warm assistance and support in promoting educational projects.

Congratulations and Best Wishes from Klagenfurt, Austria

Mag. Dr. Pia-Maria Rabensteiner
Head of the Office for International Affairs and
Professor at Pädagogische Hochschule Viktor Frankl, Kärnten



It is a great honor for me to contribute to the 60th anniversary of Kaye Academic College of Education with an article and to give a short insight in the new cooperation between Viktor Frankl Hochschule (University College of Teacher Education - UCTE) and Kaye Academic College of Education which began in February 2013. Our common work within the Tempus-Iris-Project („Fostering Academic International Relations in Israeli Academic Colleges“) made it possible to get to know Israeli Colleges, and especially, Kaye Academic College of Education, better. Initial intensified conversations between both institutions took place at the Kick-off Meeting in Tel Aviv (February 2013) with Dr. Goldstein.

Between May 27th, 2013 and May 30th, 2013 a Study Visit of Israeli Partner Institutions in the framework of the Tempus-IRIS-Project took place during which our Israeli colleagues became informed of how internationalization is realized at the UCTE in Klagenfurt, located in the most southern province in Austria. Dr. Riva Levenchuk (Head of the International Relations Department) and Dr. Olzan Goldstein (Head of the Research Department) visited as representatives of Kaye Academic College of Education. Having had extensive talks at the Kick-off-Meeting in Tel Aviv, the reception of our guests from Israel at Klagenfurt Airport in May, was already very warm. First impressions of the journey and the latest news were not only reflected and exchanged upon arrival, but also continued the next day. The second day was informative of nature concerning the Office for International Affairs at the UCTE; set up and operational activity, availability of resources, and establishment and maintenance of contacts with partner institutions. Also a number of daily routines at the Office were presented to the guests and included work with incoming and outgoing students, incoming and outgoing staff, number and nature of projects coordinated by the office, manner of selection of partner institutions, financing of international projects and so on. I was supported by my colleague Elfriede Koschina, who also participates actively in the Tempus-Iris project. The Israeli partners gained insight in our methodology of English teaching and also visited Elfriede's English classes, held at the NMS (New Middle School). The Klagenfurt Dome Priest, Dr. Peter Allmaier, who is also a lecturer at the UCTE, invited the visiting delegation to a kosher meal. An interesting city tour was undertaken afterwards, guided by a student from the UCTE. During the tour the Israeli guests were able to explore Klagenfurt's town centre.

*G*reetings on the 60th Anniversary of Kaye College

The next day, the Rector of the UCTE gave the Israeli guests basic information about the university as well as information about the bilingual education in Carinthia. The Vice Rector for Research and Development talked about research activities at the UCTE and projects in which the university is involved. An excursion to the border triangle Austria-Slovenia-Italy was organized and our colleagues from Kaye Academic College of Education received information about the history, culture and economy of Carinthia and the region of Friuli Venezia Giulia. During the visit, cross-border and –cultural discussions were continued and possibilities for further cooperation between the UCTE and Kaye College were discussed.

The Study Visit at the UCTE resulted in a bilateral agreement which includes not only future mobility of staff and students of both partner institutions, but also the opportunity for additional research projects and joint activities.

I congratulate Kaye Academic College of Education on its 60th anniversary, I hope that cooperation between Austria and Israel will continue in the best possible way, that it will increase and become a steady pillar in our mutual work in the future.

Wishing you all the best for the next decades,

Mag. Dr. Pia-Maria Rabensteiner

Head of the Office for International Affairs and

Professor at Pädagogische Hochschule Viktor Frankl, Kärnten



Dr. Olzan Goldstein and Dr. Riva Levenchuk visit the Victor Frankl Pädagogische Hochschule of Klagenfurt University

*F*rom a Seminar School to a College

Rivka Ben Ya'acov, former College Director



In 1983, I was appointed director of the institution that would become Kaye College, following the recommendations of the Etzion Committee to transform seminar schools for teachers into colleges that grant a B.Ed. degree, by adding one year of study to enable academic specialization.

In the capital of the Negev there were two teacher education institutions; the Teachers' Seminar and the Teachers' Institute of Physical Education. In accordance with recommendations of the Etzion Committee, the Department of Teacher Education at the Ministry of Education decided to consolidate the two institutions and form one college that would prepare teachers in all subjects at school in both Jewish and Bedouin sectors in the Negev. A consolidated institution, numbering many students, would allow for initiation of a multitude of programs, as required of an academic institution. The consolidation was desired by neither of the institutions. One of my immediate and major concerns was to obtain the necessary permits and plans to build a gymnasium and four tennis courts. At the same time, it was necessary to deal with the College's admission

requirements. In this matter, I received a lot of support in the matter from Dr. Shalhev, the representative of the Teacher Education Department. Together with Dr. Shalhev, I determined the admission requirements.

Meanwhile, construction was in progress, and by the end of a two year period, both the gymnasium and the tennis courts were ready. The Teacher's Institute for Physical Education was then transferred to the Kaye campus, and this is how both institutions in fact became one. There were difficulties during the integration process; teachers of the Institute of Physical Education requested that their department should be called "the Institute of Physical Education", instead of it being one of many. This request was granted in 1984. Now it was necessary to deal with academization of the college, a process that was taking place in most colleges in the country. In order to gain approval of the Council of Higher Education for granting a Bachelor's Degree in Education (B.Ed.), two things were needed: Firstly, to prepare an academic program for all college departments; and secondly, to raise the educational level of lecturers and pedagogical advisors. We have begun vigorous efforts to encourage the staff to continue their studies towards advanced degrees.

Since preparation of academic programs is time consuming, we started looking for other options to shorten the time under the guidance of David Ohana, who served as Deputy Director. The first possibility we discussed was integration with Open University programs, which would enable students to study various subjects at academic level. Soon it became clear that we were unable to meet the requirements of the Open University. The second possibility was collaboration with Ben-Gurion University of the Negev. We began negotiations with the late Prof. Gordon and Professor Finger. We discussed various issues, academic, administrative and budgetary, but it became clear that the administration of Ben-Gurion University and its Department of Teacher Education were opposed to a consolidation and so, this option was off the table, too. A third possibility was to autonomously prepare programs for a BA degree. Slowly we made progress on this issue and the person who led the approval and implementation of academization was Prof. Back, who became the next Head of the College.

Many years have passed since then, and Kaye Academic College of Education today offers a B.Ed. in all departments of specialization, as well as an increasing number of specializations in M.Ed.

There is no doubt that social change and technological development of our times pose new challenges for dealing with teacher education. In view of the college's development over the years and the ability of the college staff to successfully deal with challenging changes, I am confident that the staff in all departments, headed by the College President, Professor Lea Kozminsky, will continue to cope successfully with new challenges and that Kaye College will proceed with making an important and significant contribution to education in the Negev.

Prof. Shlomo Back
Former College President

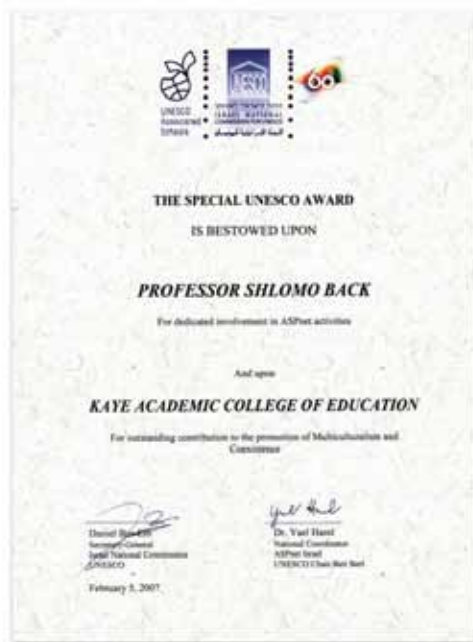


I began my term as Director of Kaye College at the end of August 1992, and I completed it in December 2009 as President of the College. In between, I also served for several years as Head of the College. From an academic point of view, these changes in title testify to the road the college travelled in these years. A non-academic institution where studies lasted three years and graduates were granted a Senior Authorized Teacher's Certificate, has become an accredited academic institution that awards a Bachelor's Degree in Education (B.Ed.) in a variety of programs and specializations, a Master's Degree in Education (M.Ed.) in four programs (all four were accredited, two started in the year 2000, and two more commenced in the past decade). Yet another program, M.Teach, is due to start this coming academic year. This development has led to a change in almost every operational aspect of the institution. A Higher Academic Council was established with the permission of the Israel Council of Higher Education. The

faculty has grown and its character has changed tremendously; academic promotion standards were introduced for the faculty and admission requirements for the students were tightened. At the same time the college was characterized by an accelerated increase in student numbers, including students from the Bedouin sector. This development has taken place while carefully preserving the quality of teacher education. Ties with academic institutions in the world were expanded. The college's programs were recognized both in Israel and in the world, and they have been presented at many international conferences (including an invited lecture about the Coexistence Program at the American AERA Conference).

The academic quality of the college's activities has contributed to empowerment of teachers and students as well as to a better understanding of a culture of "caring" that characterizes it. For example, the staff of the Shahaf Program formulated, implemented and explored an alternative program in teacher education for academics; the staff of Early Childhood Education studied drama as an educational activity for kindergartens; and the Elementary School staff built a model of cooperation in training with peer schools. The learning community of the faculty promotes research thus combining theory and practice. Research was published and had a substantial impact on all aspects of the college. The academization process put an even stronger emphasis on the "caring nature" of practical teaching which had always been the college's flagship. These programs emphasize the teacher's professional identity as an educator, and the close connection between him and the community in which he works. In these years, the college was chosen by the Council of Higher Education to develop an innovative computerized distance-learning program, and the Matal website (the Center for Learning Therapies) went online, serving the general public worldwide. The college worked to further the professional development of educators in the district, and the education of school principals and vice-principals. The culmination of the college's academic activities in these years was reflected in the Fifth International Conference for Teacher Education, held at Kaye College in the summer of 2007 which was attended by leading speakers from Israel and abroad.

During this period, the college expanded its activities in the community. A non-profit organization supporting special projects for the promotion of education in Be'er-Sheva and in Bedouin communities was established. The Sports Center and the Visual Art Center were expanded, and students devoted a lot of time to community work (e.g., the PACT Project for the advancement of students of Ethiopian origin), and to assist in approving student achievements in literacy and mathematics. In addition, the college operated the National In-Service Training Center for Jewish Studies and Democracy at Beit Yatziv, and founded Tarshish, a School for seniors.



Another aspect that characterized my Presidency is related to construction; in addition to buildings that already existed (the main building and the gym), two new buildings were built (for physical education, science and art), as well as an athletic track, an amphitheater, a large parking lot; the library was expanded, and laboratories for natural sciences, physical education and computers were built with the generous support of the Kaye family.

The second decade of my activities at the College was overshadowed by bad years of down-sizing and severe economic cutbacks. The governmental policy of academic budget cuts in general, and in the college in particular, caused enormous damage. Faculty positions were cut and, as a result, the number of students we were able to admit was limited. Governmental budgets were significantly reduced, and construction and development plans were frozen.

All of the achievements by the college were made possible thanks to a terrific staff of lecturers and workers, dedicated and professional, which rallied to every task with enthusiasm and devotion. I have no doubt that the unique atmosphere at the

college in which academic excellence is combined with a warm, accepting family feeling, is one of the college's prominent characteristics, by virtue of which it has attained to such achievements. The Board of Directors, chaired by Ms. Rivka Ben-Ya'acov who protected and cared for the college's development and success in every way, deserves special mention.

In 1996 and 2007 the college was the recipient of a special UNESCO prize for its outstanding contribution in promoting multiculturalism and co-existence. Kaye College was awarded the Be'er-Sheva Municipality Prize for Excellence in the field of education in 2006.

At the beginning of the seventh decade of its activities, it seems to me that the academic status of the college is solid, and that its achievements as an institution of Teacher Education that prepares educators and teaching staff and is responsible for their professional development, are acknowledged by all. I wish to express my hopes that the college, under the Presidency of Professor Lea Kozminsky, will continue to make its mark on the educational system in the region, will continue to lead the field of educational research in the country and will preserve the unique atmosphere that pervades its halls.



Prof. Shlomo Back warmly welcomes Ms. Agnieszka Magdzik-Miszewska, Ambassador of Poland to Israel, at Kaye College

Dr. Esther Gussarsky
Former Vice President



In the summer of 1995, I came to Kaye College as it was then called, which looked like a pearl, a well-kept, green garden in the heart of an urban landscape, partly dry and yellow.

I retired in 2004 from my position as Vice President of the college, but in 2007, I was still active as the Head of the Scientific Committee of the International Conference on Teacher Education.

My years of service at the college were characterized by abundant and diverse activity as well as by a multitude of innovations, in addition to daily work, teacher education and seminars, of which I would like to mention a few.

The highlight was certainly academization of every department at the college and their different specializations. Fortunately for me and for the college, I had an expert for a "private tutor", Dr. Shlomo Back, who was then President

of the college, and who had led a similar process at the Levinsky College of Education. New specializations were developed, such as Arabic and Informal Education, and we were especially happy when we received academic accreditation for all the Bedouin specialization programs. An Academic Council was established and a Code of Standards was written.

Another aspect of academization was the introduction of the promotion scale, a process that was not simple and often even painful.

Both the revolutionary processes mentioned above were completed in 2002 (when I replaced Prof. Back as College President), with the change of the institution's name to; "Kaye Academic College of Education".

New courses, such as a Management Training Courses, Librarian Courses, and an Excellency Program, initiated during these years.

I was fortunate enough to accompany initial steps in developing the college's first program for the M.Ed. Degree.

The Art building was erected, the foundation for the Parenting and Family Center was laid, the athletics track was built and more.

This entire endeavor was accomplished by a team of teachers – heads of education departments and specializations, lecturers, pedagogical advisors, the staff of in-service training courses, and hard-working and dedicated members of the general staff. All are to be congratulated on the achievement, and thanked for help and cooperation rendered. Last but not least, Prof. Shlomo Back, College President, should be mentioned for his truly outstanding contribution during these years.

In these years, the M.Ed. program was introduced and I have always been happy with this achievement and I congratulate all those who were involved in establishing the program.

I think I have recalled enough memories, although I am certain that I have forgotten some.

I am certain that the faculty will be able to build additional new and relevant specializations.

I wish everybody at Kaye College many more years of endeavor, expansion, and renewal.

I hope and wish that the staff atmosphere and the spirit of cooperation characteristic of the college will be preserved, as well as partnerships between Jewish and Bedouin teachers and students.

*M*emories of Changes

David Ohana, Former Deputy Director



One of my most vivid memories originates from somewhere in the late 1970s, concerning the Seminar for Kindergarten and Elementary School Teachers, when we, teachers, rallied to be called "a school on the way to becoming a college." It was an era of naiveté so great, that most of the staff did not comprehend the difficulty of submitting a request for academic accreditation to the Council for Higher Education. For example, one of the principals thought it was enough if we'd appoint a "Dr." or a "Professor" as Head of a specialization (today; "department"), and that a step towards academization, was small. Others thought that it was enough if we would be strict in accepting only students with full matriculation in order to raise the academic level.

In those days, the reigning educational conception was that, since the enrolling students lacked knowledge, then that is what the school should supply; knowledge in large quantities. This conception led to a timetable of at least forty study hours a week. The students were limitlessly stuffed with knowledge, and no time was left to digest and process all the knowledge acquired.

Alongside those who thought it would be easy to obtain academic accreditation, was a handful of teachers who rather objected to the process, because they feared it would threaten their future careers. They thought it would be best to continue as a small seminar in which each student would receive personal attention and care. Another small number of teachers enthusiastically joined the process, feeling that change was desired, even though there would be a price to it. But for the most part, most of the staff was indifferent to the subject. In that era of innocence, we made all kinds of failing attempts to obtain academization. One attempt was to partner with the Education Department of the Open University, and to offer a joint program to grant academic degrees to students. Another attempt was to join forces with the Department of Education of Ben-Gurion University of the Negev. In retrospect, it can be said that both of these attempts failed because they were not preceded by a deep and comprehensive reorganization with regard to teachers, curriculum and teaching methods.

After finally and inevitably receiving academic recognition, we began to allocate hours of research for teachers, as part of their jobs. Many teachers used these hours to study for a PhD or to participate in inter-collegiate forums held by the MOFET Institute. This demanded of college teachers not only to know how to utilize knowledge in a critical way, but also how to generate knowledge through research. This process however, also led to a reduction in the number of study hours of the student, from forty to about thirty, which, eventually, led to the discontinuance of several study programs and to the dismissal of many teachers. The academization process took a long time - over ten years. In retrospect it can be said that the process allowed a gradual re-organization of the college as a whole, and with regard to the faculty, on an individual level; a corps of teachers holding BA and MA degrees has gradually become a corps of teachers with a PhD, doctoral students and professors.

Over the years, too, the unique heterogeneous character of the college formed, and indeed, Kaye College is different from many colleges. Firstly, due to its geographical location in the south of Israel, the college serves diverse and heterogeneous populations. Students from various ethnic backgrounds study side by side in the college – immigrants alongside native Israelis, Jews alongside Arabs, and the young alongside youthful seniors. This combination of populations was, and still is, an educational and academic challenge. Secondly, since Kaye College is the only big institution of its kind in the south, it specializes in educating teachers for all subjects and ages. Thus, there are teachers for early childhood education, elementary school teachers, and teachers for junior high school in the humanities and the sciences, music teachers, art teachers, and physical education teachers.

This diversity has been a great blessing on the one hand, because it provides the college with a large community of students which allows for sustenance; on the other hand, it also brought about fewer registrants in a number of programs, this resulted in cancellation of courses due to low registration, much to the displeasure, needless to say, of the lecturers involved.

I will conclude these memories by saying that there will always be a gap between the ideal –for example; well-written programs, qualified students and senior lecturers for Heads of Departments, of whom some engage in research in addition to teaching – and the practical reality–in the framework of which one must support and encourage critical thinking among students, as well as values of integrity, social solidarity, and all those matters that will ensure that teachers, graduates of the college, will possess not only a degree, but will also be fine human beings capable of dealing with challenges of time, from both a professional and a human perspective.

As a teacher who started out as a student in the Seminar for Village Teachers and ended up as a Deputy Director and an active partner in the process of academization, I am confident that the college will continue to successfully face challenges on its path.



Mr. David Ohana shares his memories

A Review of Historical Changes in the Bedouin Program

Dr. Ranem Mazal, Academic Secretary of Kaye College



The Bedouin Department has its origin in the Seminar for Teachers and Kindergarten Teachers in the Gimmel neighborhood in Be'er-Sheva in 1975. At that time, twenty two students were accepted to the first class of studies at the Seminary, out of which only one student in the Bedouin Program. Studies lasted for only two years, and graduates were prepared to teach only in elementary schools. I should point out that the Bedouin sector in the Negev was very much in need of teachers. Ninety-five percent of teachers in the sector were teachers in predominantly Arab areas of the Galilee and the Triangle. Teaching staff in Bedouin schools was exclusively male; we did not see female teachers in the schools at that time. The Bedouin program began with just one class, organized by Aref Abu-Rabia, a member of the well-known Bedouin tribe in the Negev

and throughout Israel.

Aref travelled among Bedouin tribes looking for students who had completed the twelfth grade, and he persuaded them to study in the Seminary for Teachers. In those days, there was no requirement of a full matriculation diploma as a condition for admission. Aref was a student at Ben-Gurion University and was responsible for a group of Bedouin students.¹ Aref Abu Rabia was looking for one more Bedouin teacher, and he came to me. During that period, I was a third-year student at the Hebrew University in the Department of Hebrew and Arabic language and literature. Aref called me for an interview with Dr. Ephraim Brown, Director of the Seminary at that time. The interview was conducted by them jointly, and they informed me immediately afterwards that I was hired to teach Arabic language and literature for one day a week for four hours. I started working at the Seminar school in 1976.

With time, I was appointed as pedagogical advisor in Arabic. Later I continued my undergraduate studies in Law and earned a PhD in Arabic literature. In 1976, another group of Bedouin students was accepted into the first-year program. The group numbered about twenty-four students, without one single woman. This phenomenon, of male Bedouin students only, continued for about a decade. The start of a class for Bedouin students at the Seminar for Teachers and Kindergarten Teachers made waves in the Bedouin sector, and over the years, applications to study in the Seminary increased. With the proliferation of candidates seeking admission to Seminary studies, admission requirements also became more demanding in the form of a full matriculation degree and an acceptance interview. This requirement met with strong opposition from the applicants. Despite the opposition, even accumulating to threats, we insisted on the requirements without any compromises. Many parents, whose children were not accepted to the school, stopped speaking to us. Many letters of complaint were received by the Seminar administration about the decision, but the administration gave us full backup in the matter and did not interfere with our work in the Bedouin department. The guiding

¹ Aref continued his graduate studies at the Hebrew University. He is today a professor of anthropology and Middle East Studies at Ben-Gurion University.

principle for all was the good of the Bedouin sector, based on the conviction that it was entitled to receive good students to teach in schools. Over the years, the trend of resistance reversed, and many positive reactions were received from the field. As the demand for studies in the Seminary increased, additional prerequisites were added, such as a high average score in the matriculation exams.

Eventually, Aref resigned from his position as Head of the Bedouin program and accepted a full-time position at Ben-Gurion University. I was appointed as Head of the Department. The Seminary became an academic college. The Jewish Departments were the first to undergo academization. A few years later, the Bedouin Department also submitted its candidacy for academic recognition. The staff of lecturers in the department worked diligently on the curriculum, and thus another step was taken on the path to high quality teacher education. Today, there is neither difference in the teaching degrees nor in the specializations of the Bedouin and the Jewish programs.

In addition to the regular program in which the Bedouin students study, the College and the Ministry of Education in the Southern District enable hundreds of teachers who lack teaching certificates in accordance with current requirements, to complete such. The process of teacher certification was completed over a number of years. Today, most of the teachers who work in schools in the Bedouin sector are certified teachers. Their relationship with Kaye College remains close to this day. Many teachers in the Bedouin sector take an active part in teacher education courses in various fields, expanding their qualifications and studying for M.Ed. degrees.

I mention with satisfaction that Kaye College has been training the majority of employed teachers in the Bedouin sector in the Negev. The Bedouin Program of Kaye College is the only program in the southern region that has received full academic recognition from the Council of Higher Education. Over the course of many years, the majority of Bedouin students at Kaye College were male students, but in recent years, that has changed; most Bedouin students are women. This trend should be regarded as a great blessing and a contribution to the development of the Bedouin sector in several areas: economic independence of Bedouin women, help in supporting the family, raising awareness and promoting education among women in the sector and the rise of the age of marriage.

Kaye College and its Bedouin graduates have led a revolution in the educational system in the Bedouin sector. Most school administrators in the Bedouin sector are graduates of Kaye College. The relationship between Kaye College, the Bedouin sector, the Ministry of Education in the southern district and supervisors is excellent, and this fact contributes greatly to the success of students.

An important point is that the administrators of the college have been concerned over the years with promoting the Bedouin Department and its students by seeking out specific financial resources in order to realize a preparatory school in general, and studies for the psychometric exam, in particular.



Dr. Ranem Mazal and Prof. Aref Abu Rabia recall memories

What does Kaye College Mean to Me?

Prof. Zipi Shehory-Rubin



I moved to Be'er-Sheva from Ramat Gan in 1969, after I finished my training in Early Childhood Education in the Shien Seminar for Teachers in Petach Tikva. I was sent by the Ministry of Education to work in Be'er-Sheva as part of a general trend at the time to send teachers to the periphery, which was in great need of teachers. Alongside my work in teaching, I studied at Ben-Gurion University of the Negev and completed a B.A. in Education and in the History of Israel.

After graduation in 1974, I was hired as a pedagogical instructor in the Preschool Teachers Department in the Seminar for Teachers in Be'er-Sheva, and ever since I have greatly enjoyed teaching at the Seminar, which in the meantime became Kaye Academic College of Education. After completing a Ph.D. degree in history at Ben-Gurion University, I started doing research in the history of education while focusing on the study of the history of teacher training in the Negev. My research bore fruit in the form of a book, "Fifty Years of Teacher Education in the Negev", published by Kaye College. The book is unique in its subject of tracing the history of the founding of the School for Teachers, weaving together motives, plans, formation and development, from 1954 until it became Kaye Academic College of Education at the beginning of the 21st century.

Over the years, since my employment in 1974 and until today, Kaye College has become my second "home" in the full sense of the word. Forty years have passed during which I served as Coordinator for the Preschool Teachers Department between 1991 and 1997. In this capacity, I was privileged to play a part in the process in which the Seminar grew from a School for Kindergarten and Elementary School Teachers into an academic college of education. I was a partner in advancing the development of the Early Childhood Education Program into an academic educational program in every sense. When I started as Coordinator of the Program, students studied for only three years and earned a diploma of "Senior Certified Teacher of Early Childhood Education." Six years later, when I finished my term of service, four years of study were required in order to obtain B.Ed.

This year, the 60th year since the founding of Kaye College is celebrated. I took part in preparing events in the framework of the celebrations. A highlight event was the opening of a historical exhibition about Kaye College's history, based on my research of the subject. The celebrations coincided with the end of my forty year long career as a lecturer at Kaye College.

I would like to take this opportunity to wish Kaye College continuation of productive activity, development and expansion, and that it will keep on fulfilling its goal of preparing educators on an academic level for the Ministry of Education in Israel.

An Exceptional Road Taken

Dr. Amal Abu Sa'ad, Head of the Elementary School Department



As a child and as a young woman, I was fortunate to meet inspiring and innovative educators who helped me make up my mind about studying and who helped build my confidence to set out on an exceptional journey towards academic achievement, professional satisfaction and success.

I remember, when I was a school girl, the school principal told me that in his opinion, it would be a shame if I were to merely stay home and have children instead of going out, getting an education and having a career.

Study at Kaye College opened my eyes, and I very much enjoyed encounters and experiences with fellow students and academics. One of my lecturers,

the late Dr. Teitelbaum, was seemingly impressed by me and his positive feedback boosted me in pursuing educational endeavors.

I taught a variety of subjects at the Hura A Elementary School. My teaching, particularly in Arabic language and mathematics, proved successful; my pupils' grades rose high over local averages and as a result, many parents wanted their children to be taught by me. After a certain period of time, the principal of Hura A Elementary School offered me a position of coordinator.

I enrolled in a B.Ed. program at the Levinsky College in Tel Aviv from which I graduated with excellence. A year later, I enrolled in the Unit for Scientific Education at Ben-Gurion University in Be'er-Sheva. Within two years I was granted an M.A. I carried out my field research together with Prof. Alona Shoham Vardi, Prof. Reuven Hayut and Prof. Moshe Barak.

In 2000, the year in which I received my M.A., I obtained a position at Kaye Academic College of Education. I worked for seven years in the Pre-School Department, and today, I work in the Elementary School Department. I was recently promoted to Head of the Elementary School Department and I lecture in various undergraduate courses.

Ever since I first started to work at Kaye College, I have loved the college; in my eyes it is an important institution which positively affects its surroundings. Currently, I am focused on an important issue in the Bedouin sector, Women's Education. A PBL course on the subject is expected to begin soon.

I wish the College a happy, sixtieth anniversary and I hope that it will grow at least as big as the local university, in size, but moreover, in quality. I feel that it is important to maintain emphasis on innovation; innovation, in my eyes, is the path to the future. If the college remains innovative, it will be able to deal with any change, and it will keep on growing steadily.

Kaye College and I

Kidusha Roitman-Bemnlker, Teacher of the State (2010) and Educator



I completed my studies at Kaye College in 1984. I studied for only two years, because I had already taken a teacher-training course for teacher-soldiers while I served in the army, in a project called "Rafal's Youth". Today, I teach English in first and second grades, in addition to being an educator and a counselor. Kaye College was a big part of my education; the pedagogical staff has accompanied and supported me ever since I began working as a teacher. I learned a lot from the pedagogical advisors who accompanied and supported the school and the students who were doing their practice-teaching in our school. These pedagogical advisors' involvement encouraged and helped me to progress, and together we created projects that advanced the students and the school.

Ruth Nahmani, pedagogical advisor, believed in me and together, we built a special module for the 1st grade at school. Thanks to Ruth I was promoted to a course for coordinators. Together with Margalit Goldfarb and the late Dr. Ruth Shayn, I built a learning module for groupwork. Together with Ilana Lugassi, I developed study methods for reading in 1st grade, and with Dr. Etti Cohen, I helped children in 3rd and 4th grades make progress in reading comprehension and in reading fluency. With the late Naomi BenTzur, I helped promote the PACT program for Ethiopians. With Billah Treivish, I built a study module for leadership development, and with Sarah Davidson, I built a program to promote excellence groups.

I also learned a lot from Zehava Hirt, Dr. Gila Kaufman and Dr. Rafi Davidson, who guided me in implementing project initiatives at school. These are only a few examples. The shared study and innovative activity interested me and advanced me a great deal.

In 2009, I was awarded the title of Outstanding Teacher in memory of Itzik Wellber, together with eleven other teachers and principals. In 2010, along with five other teachers, I was granted the title of Teacher of the State, sponsored by the newspaper Yediot Aharonot.

I feel very much connected to Kaye College; I still take courses at the college which keep on advancing me.



Ms. Kidusha Roitman Bemnlker receives the prize; "Teacher of the State (2010)"

Avi Yanus

Graduate, "Excellence in Education" Program



In my view, education is a complex and meaningful process that must be adapted to changing realities, place, population and to the spirit of the times in order to be relevant and effective. After a long career in the military and security services, I made a choice – on the basis of a sense of values and mission, meaning and challenge – to contribute and make a difference as a teacher, an educator and a school principal. I chose this profession in order to contribute from my vast experience and my abilities, because it is a field that is important and of great value to me.

As an academic with a Master's degree, I turned to Kaye College to help me shift my career to education. I was granted a Teaching Certificate upon successful completion of the College's "Excellence in Education" Program. The program allowed me to experience a unique process of active learning in the complex profession of teaching. The education I received was based on a combination of personal teaching experiences, study of topics and exploration of a variety of interesting issues, original and critical examination of attitudes, opinions and concepts. The program helped me "crystallize better insights", gain more effective understandings as a teacher, and help me develop tools that would serve me as I continued on my path.

The program was a learning experience for me, expanding my horizon and increasing my motivation to engage in teaching. It was also enjoyable, especially when we studied in chevruta (pair learning), and engaged in challenging and qualitative group learning, generating a real sense of camaraderie. For that, I wish to thank each of my group members personally. I not only enjoyed the camaraderie, but I also learned quite a bit. I also say thanks to the lecturers, who outlined various directions for us to take, rather than dictating a specific path, and who for the most part served as models of active, interesting, effective and beneficial teaching. It should be noted that the program was wisely and sensitively created and led by Dr. Ruth Mansour, by which a social environment, characterized by a high level of academic quality, was cultivated. The program gave me a great deal and helped me "sail" to a new course, both as a teacher and as a school principal. The interesting and meaningful challenges characteristic of the program allowed me to act and to contribute, drawing from the knowledge, experience and skills I acquired.

Today I am the principal of the "Tnufa" College, a professional technology school in Dimona. It is a college for train related professions, a unique school, the first of its kind in Israel.

I regard the educational endeavor in which I am involved, as a kind of "marathon"– focused on objectives that are based on a vision which is designed to achieve clearly defined results that can be measured and evaluated. It is clear to me that educational practice requires identification of trends and changes, as well as stimulation of renewal, creativity and initiative. Effective and meaningful learning lean on educational experiences based on practical work in the real world beyond the school walls. Knowledge obtained and applied effectively, leads to desired and exceptional results.

I wish Kaye College success in continuing realization of its vision and destiny in this important and vital field in a continuum of growth, prosperity and development in teacher education and in meaningful learning. Kaye Academic College of Education plays a central role in this endeavor.

Tatyana Kafengauz-Ader Kindergarten teacher



I always dreamt to live in the homeland of my ancestors. I immigrated from Kazakhstan all by myself while my family remained there.

I voluntarily enrolled in the Israeli air force. I consider the army service as a very important mission. After my army service I immediately started to get prepared for academic studies. I have always adored children and I very quickly find a common language with them. Therefore, I decided to study education and become a teacher.

Looking back at my first years in Israel, I would like to sincerely thank all those who assisted me in coping with initial difficulties of a new immigrant. After three years in Israel, I was hardly able to read in Hebrew and I never thought that I would overcome the obstacles on my way so fast. I would like to sincerely thank Kaye Academic College of Education and its highly qualified lecturers, who were very sensitive to my needs and problems, who encouraged

and assisted me along all the way, who created a warm and supportive atmosphere, and who made every effort to make me feel at home. Thanks to the wonderful attitude and attention that I received at Kaye College, I succeeded to finish my academic studies while taking care of two wonderful daughters.

Michael Rabin, Shachaf graduate



Twenty three years ago, after I received my M.A., I made Aliya (immigration to Israel) from the former Soviet Union. Today, I study at Kaye College in the Retraining for Academics Program, "Shachaf". I've worked as an engineer for many years. In the recent wave of lay-offs, I too was fired. Now I find myself having to start over again, and I have chosen to do so as a mathematics teacher.

I work at Sami Shamoon Academic College of Engineering in Be'er-Sheva. I also work in the town of Sderot, where I live, which is, as usual, under rocket attacks, and I consider my work with children there as a personal mission.¹

I would like to say a few words about Kaye Academic College of Education. I am studying in a unique program, one of the best offered in the field of retraining for academics. My fellow students and I are taught by excellent lecturers and we enjoy personal and warm attention from the entire staff.

I very much enjoy my studies here, and I recommend young students who wish to become educators, to come and study here.

¹ Michael wrote his piece well before the current war situation in Israel. Rocket attacks have been everyday reality in Sderot for many years now.



Hila Kerskas

When I first entered Kaye College at the beginning of the academic year, I was like a child who came to his first day at school. I was really scared. But after a year at the college, I understand that I had nothing to worry about.

I never thought that I would meet people from Bedouin settlements such as Rahat and Hura. Now that I have, I am more than happy about it. After having met Bedouin students, I've started to think differently about people around me. I understand that there is another culture right next to me, and that their lifestyle is not that different from mine.

When I think about Kaye College, the first thing that comes to mind is: great lecturers. What I love most about my lecturers is their professionalism as well as their human qualities. Moreover, I feel that they want me to succeed and to be better in every aspect that comes to mind. I believe that this is the most important thing for a student - to know that someone believes in you.



Miriam Abu Zaid

I believe Kaye College gave me a great start in my future career as a teacher. I found my way in life thanks to the college and the staff. Now, almost at the end of my first academic year, I am looking forward to the coming year.

Miriam Alatawna

I finished high school only two years ago and immediately enrolled at Kaye College, so it's like a second home for me. Just like at home, I love to spend time here. Sometimes I feel that time flies so fast and I can't believe that it's evening already. Kaye is a place where I can be myself, where I do not have to pretend, and where I do my best in the learning process, without feeling too much pressure. What I love about Kaye College is the homely atmosphere.

Kaye College was my first choice because of its reputation and the opportunities it provides its graduates with. In addition to gaining high education and knowledge, I gained very good friends at Kaye and I am having the best experience in my whole life. Every day that I spend here, I learn more, not only academically, but personally as well.



Mor Marziano

I decided to study at Kaye because Kaye College is considered the best academic institution in Be'er-Sheva for teacher education. I have to mention that most of my courses really helped me understand the true essence of being a teacher. The theoretical studies incorporated practical studies such as observations in the field. My lecturers are an example of what a teacher and an educator should be. They are very caring and helpful. Also, the lecturers expose us to things I had never experienced before, like developing creative and critical thinking. They demand a high level of responsibility, creativity and knowledge of their students, which they themselves demonstrate. That is why I appreciate them very much and I feel so blessed to have them as my lecturers.

One of the things that make Kaye such a unique institute is the multi-cultural population in the college. For the first time in my life I had the chance to get to know students from the Bedouin community. I am glad that I got the opportunity to learn about another culture in the college. I met these amazing people who seemed so different from me. Eventually, we discovered that we have so much in common. Kaye College is one of the few places that enables such an incredible interaction between Jewish and Bedouin students. Therefore, I truly believe that Kaye is the place where many positive changes in the Jewish and Bedouin communities can be initiated.

To me, Kaye College is a special place. I enjoy studying here not only because of the pleasant environment, but also because of my classmates who have become an inseparable part of my life.

Kaye is not just a college to me anymore...it's a place where I develop and grow as a future teacher, but most importantly, as a person.



"*R*eflections from the Seminar *Hakibutzim*"

Lesson observation, Neta Sukenick



I attended a class by Dr. Judith Zamir in the course; "Psychology of Adolescence," as an observer. I knew little about Kaye College, and I was interested in the cultural complexity of the college and in the differences between Bedouin and Jewish students. I attended in order to get a sense of how this issue finds expression in practice, in class, in the framework of my paper which I am currently writing on the subject of multiculturalism in teacher education colleges.

There were about twenty students in the class, out of whom fifteen were Bedouin women, three Bedouin men, and two Jewish women. The class topic

concerned the educational model of James Mercier. I was very impressed to see how the lecturer tried to apply the model to daily life with respect to the different population groups in her class. She insisted that the women students share a little from their personal and cultural world with the class.

The subject of "marriage and divorce" arose, a cultural domain which seems to be addressed very differently between Bedouin and Jewish students. It was evident in the class that the topic created great interest, and curiosity between the two groups. The women students asked each other questions about each other's worlds, about the attitude towards married life, divorce, relations with the family of the groom, and more. The discussion was open and honest, and it seemed that women from both sides enjoyed sharing their stories. Encounters of this kind do not happen often, not in academia and not in Israeli society in general. I was very happy to see that there was room in the class for many voices. However, I noticed that discussions between students outside the classroom, and also when divided into study pairs, remained divided ethnically; Jewish with Jewish students and Bedouin with Bedouin students.

Judith also referred to the fact that not every model studied was suitable to every culture, or for every population group, thus prompting critical thinking among the students towards the models studied, and so too with regard to the examination of their own world, asking themselves, what parts of the material studied, resonated with them personally. What was appropriate and proper to implement in their lives? This experience also impressed me, since much of the educational studies I have experienced revolved around western culture, and generally have not referred to education as dependent on a particular culture.

I left the class feeling that besides the academic knowledge conveyed in the classroom, there was a fascinating and no less instructive encounter between different cultures, despite the difficulty and complexity of such a meeting.

Sixty Years of Education and Teacher Education

An interview with Prof. Lea Kozminsky, College President
Interviewer: Dr. Erga Heller , Editor of the "Kolot" magazine



Professor Lea Kozminsky, President of Kaye College, offers a glimpse into the future, towards the next sixty years of education and teacher education in the Negev. Professor Kozminsky places importance on teaching students from the Negev, who study teaching in the Negev and who remain teaching in the Negev.

On the basis of partnerships that Kaye College maintains with institutions and various social groups in the Negev, in Israel and in the wider world, it becomes clear that the President advocates a dynamic conception of education which is based on inquiry by the student teacher and which is aimed to empower him/her with renewable and perpetually relevant tools.

You have been serving as President of Kaye Academic College of Education in Be'er-Sheva since 2010. In your opinion, what is special about Kaye College? What is its mission?

I consider the mission of Kaye to be development of education in the Negev. By "development" I mean that of future teachers in the Negev, which is a commitment to involvement with, and development of teaching staff in schools in the Negev, as well as development of innovative models for partnership between the academy and the field.

You emphasize the relationship between Kaye College and the future of the Negev. Could you elaborate?

The College regards itself as a "college in context," and that context is the Negev. "A college in context", does not only refer to its geographical context, but also to its cultural one; the different cultures in the Negev are reflected in the composition of students and faculty; Jews and Bedouins, moshav and kibbutz members as well as residents of the cities of the Negev. "A college in context" also refers to a context of time; to promotion of concepts of teaching and learning which suit the 21st century and bear relevancy to our lives.

You have described the mission of Kaye College. Can you give details of practical expressions of this mission? How does the college promote its mission?

Five key ideas guide the academic policy of the college. The first key idea is the importance of acknowledging that the student, situated in the center of the learning process, is foremost an individual with a personal and cultural identity. We do not "adjust" our students to match the curriculum, rather, we place the students, their identities and their learning styles, in the center. This aspect is unique in the academic world. Indeed, often elementary and secondary schools place the learner at the center but most academic study centers place emphasis on discipline and research. Our goal is education and teacher training, and we respond to the voices and choices of our students. Empathy towards students, consideration for their wishes and their choices, is what implements the concept of "the learner at the center". But Kaye College is not only an institution of higher education that devotes special importance to its students; first and foremost, students from Kaye College are prepared to serve as educators and teachers in schools in Israel.

How will this key idea manifest in a school?

I would like a pupil, who finished twelve years of schooling, to be a person who believes in his abilities, a youth who knows what interests him, who knows how to learn by himself and with his friends. The system should be empathic to the student's needs and wishes, so that the student will be confident that the system believes in him. Such a student would be able to believe in himself, and feel that others believe in him, too.

You have described the first key area as “the individual at the center” and you have mentioned that there are more key areas; what is the second key area on which the college bases its activity?

The second key area lies in the pedagogical sphere, and it is a derivative of the previous idea that focuses on the learner. Pedagogy is our discipline, on which we place great importance. We are examining the relationship between teaching and learning, between the teacher and the learner, in the context of the learning environment. As a result, we constantly reassess and improve our pedagogy. We have frequently been implementing pedagogical innovation in recent years. An example is the implementation of Project-Based-Learning (PBL); the learner is at the center of focus and in his turn, focuses on areas of knowledge relevant to him personally; PBL allows the learner to use his initiative and his ability to choose the most interesting and relevant learning channels, most appropriate to his strengths. This is the reason why we have implemented interdisciplinary and multi-disciplinary learning in various programs.

I understand that Kaye College's interpretation of Project-Based-Learning is connected to another key idea of the college. Could you elaborate?

All the PBL projects developed by students are related to the community – the community within Kaye College and the physical and educational environment surrounding it. We encourage the students to get socially involved in the community, and two years ago we set up a special center – the Koren Center, which goal it is to bring together students from different segments of the population, mainly Jews and Bedouins, in order to cultivate a sense of shared life. The Koren Center is named after the late Dr. Itzik Koren. Dr. Koren was a prolific researcher, a beloved lecturer and a valued colleague, who headed a unique program, one of the college's education programs and who was an active participant in many social and educational initiatives, both within as well as outside the College, and who shared many of his lectures and teaching materials on video.

So far, you have described three key ideas and concepts: the individual at the center, pedagogy, and the community. What are the other key ideas?

The fourth key idea that we, at Kaye College, find important, is the idea of multiculturalism. We are situated in the Negev, we live our lives in the Negev, and we are sensitive to the different cultures that flourish in the Negev, cultures which the college serves. Living cooperatively together in the Negev region is part of our educational mission. This mission is reflected, as I mentioned earlier, in the activities of the Koren Center, but it is also reflected in the formal curriculum, in mandatory courses such as “Cultural Identity”, during which encounters and cooperation between members of all cultures take place.

We have arrived to the fifth key idea that directs Kaye College. Please describe it.

The college's fifth key idea is the idea of partnership; the college recognizes the value of partnership and creates common goals between individuals, teams and institutions, and is, as such, involved in many partnership projects. One example of the many partnerships initiated by Kaye College is that of the Consortium schools, set up last year. These are peer schools, cooperating in a framework of study and of promotion of joint projects. The most recent Consortium, for example, included forty principals from various schools who wanted to learn and share knowledge about the pedagogy of Project-Based Learning (PBL).

Can you give another example of partnerships?

Our two academic journals exemplify partnerships. The KOLOT ("Voices") journal focuses on topics related to education and society, and makes a diversity of voices heard. There is room for deliberation and discussion

and each voice brings its unique aspect to the forum for consideration.

You mentioned two journals published by Kaye College. What is the other journal?

The other journal is an online lexical journal, called "Lexi-Kaye".¹ It is structured like a lexicon, and in each edition ten entries are added. It describes the research base of the entry and its implications for educational practice. Examples of entries that have already appeared are "meaningful learning", "creativity", "voice and choice", "embarrassment", "exclusion" and "flow".

Kaye College is celebrating its sixtieth anniversary. How do you see Kaye College in another sixty years?

In my view, the college exists within a perpetual relation between "the local" and "the global", and I believe that in the next sixty years, tension between these two will continue to increase. On the one hand, we are a "college in context," and we try to do everything in order to be relevant locally, to education in the Negev and to the population of the Negev. This perspective relates to content as well. For example, research centers in the college are designed to fit the contents that the college offers, such as the Dr. Ibrahim Adnan Sa'adi Center for the Study of Arabic Language and Culture, which was founded in recognition of the needs of the Bedouin population and The Space for Meaningful Learning, a center that explores human geography and the relationships between human beings and their culture and the geographical space in which they live. However, it is clear to us that we also need to think about aspects like internationalization of curricula and how to help our students become part of a global community, with knowledge about, and recognition for educational concepts in the wider world. Our context is a local one, yet we are global partners in research sponsored by the European Union. In this framework, Kaye College, alongside many other academic institutions in Israel and abroad, is exposed to universal issues of education.

Can you predict what education will look like in the future?

Needless to say, it is very difficult to predict how education will develop. None of our senior staff members predicted involvement in online communities, nor the fact that a large part of children's daily activity would be digital and online. Likewise, it will be very difficult to predict the shape of education in the future. Therefore, the goal of teacher education is to prepare teachers who are flexible enough and who have research skills, so that they can deal with challenges in the classroom, develop their own teaching methods and set educational goals that are adapted to their times.



Prof. Lea Kozminsky congratulates Ms. Shani Blachman, college graduate, on receiving her degree.

1

(LK1): <http://www.kaye.ac.il>

From the Desk of the Executive Director

Current Projects and Plans for the Future



The 2013-2014 academic year has been a year of many special events. At the beginning of this summer, the College celebrated its 60th anniversary and the Physical Education Department of Kaye College celebrated its 50th anniversary with an alumni gathering.

Expansion of the art building was made possible by the generous donation of Pears Foundation with which a new floor with three new, well equipped classrooms as well as an elevator were constructed. The donation will enable us in the coming years to continue and expand art workshops and courses and organize art activities for Jewish and Bedouin children, guided by our lecturers.

From the beginning of the year, we have been improving the communication system at the college. Recently, the college servers have been transferred to the cloud of the MOFET Institute and security for the college's website has been transferred to a professional company. An Internet line has been improved to better the communication system, and we have begun installing new computers for students and for office use. The wireless internet system is currently being updated as well.

Several changes were made in classrooms and to classroom accessories in order to improve instruction. Smart computer stations and projectors were added, some of them interactive (replacing the Smart Board). Fifty tablet computers were introduced in the framework of a joint project with "Forward Science," and new projectors have been acquired as well.

The momentum of activity in the college continues, for the benefit of the students, the lecturers and the administrative staff.

Dr. Tali Ben Israel
Executive Director

TEMPUS IRIS - Internationalization of Curricula

Kaye College Participates in the Project TEMPUS IRIS of the EUROPEAN Commission

Dr. Riva Levenchuk, Head of IRO and Head of the IRIS Project



In the changing world of the 21st century teachers have to be locally, globally and internationally competent. Teachers need to be aware of global issues in order to succeed, and to help their pupils succeed, in the changing world.^[1] Teachers should be prepared to interact with people from other cultures and communicate across linguistic boundaries.

Two years ago Kaye Academic College of Education, in collaboration with other academic institutions from Israel and abroad, responded to a call of TEMPUS (the Trans European Mobility Program for University Studies, an initiative of the European Union), to submit proposals for research budgeting.

Two proposals: TEMPUS DOIT and TEMPUS IRIS were submitted and both of them were approved for budgeting by the European Union.

TEMPUS IRIS was coordinated at that time by Prof. Gady Golan, President of HIT (Holon Institute of Engineering) which later was replaced by project manager Dr. Vered Holzmann of Ort Braude College of Engineering who is doing an excellent job and whose professionalism is outstanding.

The core group of the Project TEMPUS IRIS at Kaye College consists of Prof. Lea Kozminsky, Dr. Olzan Goldstein, Dr. Riva Levenchuk, Ms. Liron Shokty, Dr. Tali Ben Israel and Ms. Mazi Cohen.

Fostering academic international relations in Israeli colleges to promote education, research and innovation, IRIS is a three year project, from 2012 until 2015, uniting nineteen Israeli and European partners. Israeli partners include peripherally and centrally situated institutions. It is aimed at developing a policy, activities and skills for improving internationalization and international academic relations in colleges, create new opportunities for student mobility and learning, and raise colleges' profiles, nationally and internationally.

The three-year project (2013-15) is run by a consortium composed of eight public colleges, three additional Israeli partners and seven European partners. They include two colleges of engineering and design, two comprehensive colleges and three teacher colleges of education.

Three are located in the center of the country, two in the south and two in the north serving diverse Israeli populations of various ethnic, religious and socio-economic backgrounds.

¹ Knight, J. (2004). Internationalization remodeled: Definitions, rationales, and approaches. *Journal for Studies in International Education*, 8(1), 5-31.

The Consortium members are: Israeli Colleges: Ort Baude College of Engineering (partnership with Ort Hermelin College), Sapir College, Beit Berl College, Shenkar College of Engineering and Design, Max Stern College of Emek Yezreel, Al-Qasemi College of Education and Kaye Academic College of Education. Other Israeli partners: the Council of Public Academic Colleges (Varam), Tel Aviv University and the National Union of Israeli Students.

European partners: The Center of Higher Education Development Consult GmbH (Germany), the European Association for International Education (The Netherlands), the European Center for Strategic Management of Universities (Belgium), Viktor Frankl Pedagogische Hochschule, Karnten (Austria), Università Cattolica del sacro Cuore (UCSC) (Italy), University of Bristol (UK) and the Warsaw University of Technology (Poland). In view of its role in educating the teachers of the future and furthering the professional development of the teachers of today, the rationale for internationalization in Kaye College is primarily to improve academic quality and to further develop multicultural and multilingual competence among students and faculty in order to have an impact on education both locally and globally.

Internationalization is defined by Knight (2004, p.11)^[1] as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education". Internationalization opens new opportunities for collaborative teaching by faculty members from various academic institutions, enabling them to share knowledge and experience. It also allows students from different institutions and countries to study together and communicate with each other by means of visits and distance learning. These interactions offer opportunities to learn about other education systems and pedagogies as well as to teach other people about ours.

At the stage of introduction of internationalization management, the partners had to develop an Internationalization Strategic Plan for academic colleges. The strategic plan at Kaye College was set up and developed by Prof. Lea Kozminsky, Dr. Olzan Goldstein, Dr. Bobby Turniansky and Dr. Riva Levenchuk. It was submitted for approval of the college administration and the project, together with the strategic plan, was presented during a study day at the college.

The purpose of the strategic plan is to serve as a guide for the introduction and development of internationalization policies and activities in academic colleges.

Following the strategic plan, here are the pilot IRO activities Kaye College has chosen for the coming academic year:



Dr. Riva Levenchuk presents Dr. Pia-Maria Rabensteiner, Head of the IRO with a plaque, honoring the collaboration between Viktor Frankl UCTE and Kaye College. From left to right: Dr. Pia-Maria Rabensteiner, Head of IRO (Austria), Dr. Riva Levenchuk, Head of IRO (Israel), Prof. Marlies Krainz-Durr, Dean and Prof. Gabriele Khan, Vice Rector (Austria).

- Promoting cooperation of faculty members with colleagues in national and international institutions, aimed at sharing pedagogical innovations and co-teaching.
- Developing collaborative research projects with national and international partners.
- Recruiting faculty members (including the champion group and administrative leaders) and members of the College Student Association to be part of the implementation process of internationalization at the college.

The leading representatives of the project at Kaye College attended consortium meetings that took place at different partner institutions, participating in the project. The consortium workshops for IRO (International Relations Office) training provide a forum for discussion of current and future issues of internationalization. Last November Kaye College also hosted workshops of a TEMPUS IRIS consortium in which members holding key positions at the college were invited to participate.

Twelve faculty members from different departments at the college, interested in promoting internationalization, founded a core team to share ideas and work together on dissemination of internationalization and implementation of internationalization in the curriculum.

Dr. Olzan Goldstein, Head of the Research Department at Kaye College and Head of the new M.Ed. Program "Education in the Age of Information and Communication Technologies" (ICT) developer of the internationalization program, sees one of her goals of implementing the concepts and principles of internationalization in the M.Ed. curricula she teaches.

Dr. Sheila Traher (Bristol University, UK) and Dr. Olzan Goldstein (Kaye College) are planning a joint project aimed at developing the awareness of the role of Internationalization and Multiculturalism in Education. Dr. Traher and her international Ph.D. students will meet online with our M.Ed. students in order to discuss their vision of Internationalization and Globalization as well as possible actions in their work with students at school.

Following the visit of two Kaye College representatives to the IRO (International Relations Office) of the Viktor Frankl Pedagogische Hochschule, Karnten, in the framework of the project TEMPUS IRIS, an agreement of collaboration was signed. As a result, and thanks to the warm assistance of Dr. Pia-Maria Rabensteiner, two joint research projects have started: One deals with "The Role of Research in Professional Development of Teacher



Discussion of TEMPUS IRIS workshop participants at Kaye College

Educators" led by Prof. Gabriel Khan, Viktor Frankl Pedagogische Hochschule, Karnten, Austria and Dr. Olzan Goldstein, Kaye Academic College of Education and Dr. Ainat Gooberman, MOFET Institute; The other one: "Professional Identity of Student Teachers and Teacher Educators" with the participation of Dr. Pia-Maria Rabensteiner, Viktor Frankl Pedagogische Hochschule, Karnten, Austria, Prof. Indra Odina, Riga University, Latvia, Prof. Eero Ropo, Tampere University, Finland and Prof. Lea Kozminsky, Dr. Olzan Goldstein and Dr. Vered Raphaeli from Kaye Academic College of Education, Israel. Students teachers will also take part in the research.



Kaye College hosts the TEMPUS IRIS workshop participants

A joint research project was presented at the International Conference on "Comparative Analysis of ICT Implementation in Teacher Education in Australia, Russia and Israel" by researchers from the Edith Cowan University, Australia, Penza State University, Russia and Kaye Academic College of Education, Israel.

Following the agreement between Viktor Frankl Pedagogische Hochschule, Karnten, Austria and Kaye College, student exchanges have been planned by Dr. Pia-Maria Rabensteiner and Dr. Elfriede Koschina, Viktor Frankl Pedagogische Hochschule, Karnten and Dr. Inna Smirnov

and Ms. Liron Shokty, Kaye College as well as faculty mobility and online sessions for the purpose of sharing knowledge have been discussed for this coming academic year.

This year an agreement of collaboration has been signed with Penza State University, Russia as well.

Another advantage of internationalization is its impact on professional development of faculty members by creation of opportunities for collaborative research and publications.

An article by Dr. Moshe Landsman, Kaye College Faculty member will be published in the book series written by Dr. Pia-Maria Rabensteiner, dealing with internationalization, published by Viktor Frankl Pedagogische Hochschule, Karnten, Austria.

In the framework of our collaboration with the Maria Grzegorzewska Academy of Special Education in Warsaw, an article written by Prof. Lea Kozminsky, our College President, will be published in a joint publication in Warsaw. In September Prof. Lea Kozminsky and Ms. Liron Shokty had a meeting with Prof. Dr. Jan Łaszczyk, Rector of the Academy of Special Education in Warsaw, Prof. Stefan Michał Kwiatkowski, Vice Rector, responsible for the development and science at the Academy, Dr. Marta Kotarba-Kanczugowska, Deputy Director of the Institute for Supporting Human Development and Education and additional faculty members in order to discuss plans of collaboration for the coming academic year.

A collaborative project is planned to start next year, between Dr. Imelda O'Grady from York St. John University and Ms. Liron Shokty and Ms. Regina Benchetrit-Dayana from the English Department at Kaye College. The collaboration is part of the TEMPUS IRIS project and is part of the ongoing process of internationalization of curriculum which is taking place at the college. The project will take the form of a series of online discussions as well as synchronized online video-conferences which will revolve around the topic of "Judaism as a Living Faith."

In the framework of collaboration, Dr. Inna Smirnov, Head of the English Department and Ms. Liron Shokty of the IRIS Project and Head of EAP, will attend the international conference organized by Viktor Frankl University College of Teacher Education, Karnten, Austria in November.

Kaye College is interested in expanding the development of new collaborative projects and promoting joint research activities in the future. We invite new partners to join us and we believe that it will be of mutual interest.

*P*articipation of Kaye College in the *International Multicultural Project TEMPUS DOIT*

Miriam Schildkraut, Head of the Project



The subject of Multicultural Education has been chosen as one of the three leading themes guiding teacher education at Kaye Academic College of Education. (The other two are; "Academic Literacy" and "Educational Leadership"). Of the numerous projects taking place at the college on a daily basis, the majority occurs at the Multicultural Center which comprises eleven mixed groups of second year Arab and Jewish students. These groups provide dynamic workshops whose main target is to enhance a closer familiarity between the participants of both communities, by weakening social and national stereotypes.

As of 2012, the center has been involved in the international forum of TEMPUS DOIT under the auspices of the European Union. Two Kaye College teachers have been chosen to be delegates in this forum; Miriam Schildkraut, Head of the Multicultural Center, and Mr. Mueen Fakhereldeen, a senior coordinator in the

center. A number of additional Israeli academic institutions, as well as academic institutions in six other countries – England, Holland, Germany, Austria, Estonia and Georgia, participate – all comprising an international consortium aimed to propose an educational reform on the subject of multicultural diversity. The practical task is to develop a set of online courses, all pertaining to the general subject of refining the capabilities of living together, courses which at the final stage of their development will be available on the global web for general usage. Three international consortiums were held throughout 2012 and 2013: the first in Tbilisi, Georgia, the second in Landau, Germany, and the third in Linz, Austria, all aiming at the development of the various courses. One of the groups, headed by Miriam Schildkraut, was in charge of developing the course; "Identity Formation in a Multicultural Environment", another group developed the course "Ethnic Minorities in Israel", and a third group developed the course "Children's Rights". All three courses are being piloted at Kaye College throughout the academic year of 2013-2014.

A delegation of six Georgian DOIT members participated at the conference "Educational Encounters – Between Cultures and Identities" which took place at Kaye College in March 2014, and presented various aspects of coping with the challenges of multiculturalism in Georgia.

The fourth international consortium was held in Georgia again, in May 2014, and was mainly devoted to discussion of the piloting experience. Vis-à-vis evaluation results will be collected by the assessment teams at the end of the first semester. The project is planned to end by June 2015 with a finalizing international consortium in Israel. The key-note lecturer for that event, Prof. James Banks, the world-wide leading expert on multicultural issues, has already confirmed his arrival.



Project members (from left to right): Ms. Miriam Schildkraut, Ms. Dina Schada, Dr. Simon Lichman, Mr. Mueen Fakhereldeen, and Ms. Rivana Miller

Joint Consultation with York St. John University, England

Prof. Lea Kozminsky, President, Kaye Academic College of Education
Dr. Nurit Basman Mor, delegation member



Prof. Lea Kozminsky

In the framework of collaboration between York St. John University and Kaye Academic College of Education, six delegates from Kaye Academic College of Education in Israel (Prof. Lea Kozminsky, Dr. Smadar Tuval, Dr. Omar Mizel, Dr. Nurit Basman Mor, Dr. Oded Avissar, Dr. Israelit Rubinstein) were invited to participate in a joint consultation at York St. John University between June 3rd-5th, 2013.

The hosts were members of the Faculty of Education and Theology (Prof. Pauline Kollontai, Prof. Sebastian Kim, Prof. Julian Stern, Dr. Lasma Latson, Dr. Victoria Nesfield, Dr. Catalina Quiroz Nino, Dr. Margaret Meredith and Dr. Imelda O'Grady).

The consultation's goal was to establish a mutual learning process concerning the ways in which the institutions may continue to contribute to the increase in understanding and respect in each of their diverse communities and beyond. A sub-goal of the consultation was to advance multicultural discourse within and between both parties.

The consultation was very productive and thought provoking. It included interesting and informative workshops, lectures, project presentations and academic discussions. At the end of the consultation it was agreed upon that if one wishes to maintain an integrative life in a pluralistic society, one must develop competencies which facilitate empathic and inclusive dialogue. Such a dialogue must be conducted while keeping in mind that one probably knows very little about the other person's way of life. Also, some commonly shared principles such as justice, intelligibility and civility, should be borne in mind when conducting such a dialogue. In order to solve conflicts in peaceful ways, it is imperative that the dialogue enables a participant



Prof. Lea Kozminsky



Prof. Pauline Kollontai and Dr. Victoria Nesfield, from York St. John University, visiting Kaye College



Joint St. John University and Kaye College consultation taking place in York

to maintain his own identity as well as to let the other participants maintain theirs.

During the reflective meeting which was held on the last day of the consultation, the following insight was obtained; in the UK, multicultural discourse in educational contexts focuses mainly on religious issues while in Israel, focus is mainly on cultural issues. The Israeli delegates concluded that it is of importance to rethink the issue of religion in Israel in a context of multicultural discourse. In this respect, a possibility of discussing video clips via multicultural communication was brought up. Spectatorship, enabling observation of the verbal as well as the non-verbal characteristics of communication, may serve as a basis for additional discussions and mutual planning of projects and research directions. Both institutions expressed willingness to continue their joint work.

Three issues were suggested for further discussion:

- The Behavioral Issue - How should we apply the general principle of an empathic and inclusive dialogue to our actual behavior in the educational system?
- The Reciprocity Issue - How should certain situations be identified and copied with a member of a group who seems unwilling to maintain empathic dialogue?
- The Diversity Issue- How may diversity be part of a multicultural dialogue among members of a community including people with special needs?

The members of our delegation returned home with many fond memories of their visit and of unforgettable moments shared with the hosting faculty members, and wish to extend heartfelt thanks and appreciation for the very warm welcome and hospitality received at York St. John University.

It is our hope that our partnership will grow into a true and valuable friendship and Kaye College looks forward to warm collaboration with York St. John University in the future.



Consultation participants at York St. John University

The Kaye-York St. John Collaborative Project

Liron Shokty, Head of the EAP Department



A collaborative project is planned to start in the second semester of the 2014-2015 academic year, between the English Department at Kaye College (lead by Liron Shokty and Regina Benchetrit) and the Theology Department at York St. John University (lead by Imelda O'Grady). The collaboration is part of a TEMPUS IRIS project that Kaye College is participating in, and is part of an ongoing process of internationalization of the curriculum which takes place at Kaye College.

The project will take the form of a series of online discussions using a shared Moodle platform, as well as synchronized video-conferences using Skype, and will revolve around the topic of 'Judaism as a living faith'. Planning of the project has started earlier last year, via email correspondences and online Skype meetings between Kaye English Department staff and York St. John, through which the format, scope, aims, subjects, as well as rules of conduct of the project have been discussed and decided upon. An important goal of the project is a mutual exposure to different ways of thinking, living, learning and teaching, and with that to multiculturalism. In addition, students at the English department at Kaye will get a chance to practice and discuss authentic English language skills, while students at the Theology Department at YSJU will be able to get acquainted with and discuss authentic and modern Jewish practices.

Students from both institutions are expected to work both independently as well as in international groups, taking advantage of such online tools as Skype, Google Hangouts, Google Drive, YouTube, and Prezi. The process and stages of the collaboration will be documented and reflected upon by students and will be included in a final project that each group will present.



York St. John University, York, England

*I*nterventions in Kosova, Albania and Ethiopia

Moshe Landsman PhD, Lecturer, Kaye Academic College of Education



Dr. Moshe Landsman with his students in Kosova

This chapter describes interventions by the author to establish or improve psychological services and psychology in academic institutions in Kosova, Albania and Ethiopia. For the most part, the work was sponsored by Kaye Academic College of Education.

Kosova

Kosova (usually called Kosovo, the Serbian name, by most of the International Community) is a land-locked country in ex-Yugoslavia lying between Serbia and Montenegro in the North and West, Macedonia to the East and South and Albania to the South and Southwest. For centuries it was populated mostly by Serbs

and Albanians as a border territory between the two ethnic groups. Before the Ottoman occupation about two-thirds of the population was Serbian (Malcolm, 1998). During four centuries of Ottoman influence the Albanian population gradually grew to more than eighty percent. With the collapse of the Ottoman Empire the territory became part of the new Yugoslav entity, where the Serbs were the most powerful ethnic group (Malcolm, 1998). The Kosovar Albanians became the only major non-Slav group in Yugoslavia, and for the most part suffered discrimination, sometimes to the point of persecution. For Kosovar Albanians the Tito (communist dictator of Yugoslavia) period (1945-1980) was a lull in the storm before Milosovic, who proceeded to systematically depopulate Kosova of Albanians attempting to bring Serbs in their place. As the Yugoslav Republics left the federation, Kosova became the site of uprisings, reprisals, and general shedding of blood. The NATO bombings, then invasion, put an end to this policy and a UN protectorate was set up, secured by a multinational force (NATO, July 15, 1999). In February of 2008 Kosova declared independence and as of February 2014 it is recognized by 108 countries.

When the author arrived in Kosova in July 2000, almost all citizens had experienced some kind of trauma. At that time, there were seven local psychologists, all trained abroad, and 19 local psychiatrists. There was one local professional social worker. These mental health human resources faced a population of about two million traumatized people. Under the auspices of the American Jewish Joint Distribution Committee, and soon afterwards, the Kosova Foundation for an Open Society, an agreement was signed with the Kosova Ministry of Education to establish the Department of Psychology at the University of Prishtina, the only public university in Kosova at the time. Support was also obtained from LMU Munich, which agreed to accept three of the aforementioned psychologists into its PhD program. The Department opened in the fall of 2001 with 83 students. In 2004, 63 of those students graduated the BA course and 40 continued in the master's program at the University of Prishtina, whereas another 10 continued abroad. Today, fourteen years later, there are over 2000 graduates with a bachelor's degree, more than 120 with a master's degree and 10 soon finishing their PhD (the PhD is not yet offered in Kosova and the candidates are studying abroad).

In order to thrive as a profession, jobs must be created and regulations must be put into effect for purposes of quality control. The author proposed a regulation system in 2009, along with one of the leaders in Psychiatry, who has since become Minister of Health. The Regulation is now in effect and is slowly evolving. Jobs have

been created for psychologists in the health and school systems, and hopefully soon in the welfare system but this supply is lingering far behind demand, mostly because of severe budgetary issues.

Significant continuing education programs include extensive training in Cognitive-Behavior therapy sponsored by the Kosova Center for Rehabilitation of Victims of Torture and the Kosova Health Foundation. The former has established a local CBT association that has been recognized by EABCT. The CBT training has been supported by ITA, the Israeli CBT association, which also sponsored and supported Kosova's candidacy for recognition by EABCT. The Kosova Health Foundation has also funded specialty training (given by a group of Swiss and Dutch professionals) and a course in family therapy.

This revolution was accomplished at the expense of one week per month for the last fourteen years. It has been the author's conviction on the basis of work of a similar sort performed in Israel that in order to make a meaningful difference in any social context, a generation (about 20 years) is required. Most international NGOs spend at the most a few years in a country in need of development and therefore the effect is not so profound.

Albania

On the basis of the work in Kosova, the author was employed by the NGO Terre des Hommes to conduct a series of workshops for school psychologists in Albania. Like Kosova, Psychology was practically non-existent in Albania for many years. In the late 1990's a decision was made by the Albanian government to quickly retrain some professors in the social sciences to teach psychology. A group of people was trained abroad for this purpose and this group became the core of the Department of Psychology at the University of Tirana, which, in turn, trained psychologists who taught in additional universities. Psychology as an applied profession is still relatively new, but is progressing rapidly. School psychology is suffering from some professional prejudices and therefore is in need of basic diagnostic and therapeutic skills. The author undertook to give workshops for this purpose, which was done over two years. At the end of this time, two groups of psychologists requested further training and this is ongoing. One of these groups has begun training psychologists in outlying areas in diagnostic skills, with much success. Four of these psychologists are participating in the Kosova CBT trainings and plan to establish a CBT association in Albania.

Challenges in Albania center around strengthening the applied aspects of Psychology in the Academe, as well as in the field. Most of the leadership is theoretically oriented, but now there is more empirical work. Professional ethics must be strengthened; young psychologists complain that the more experienced ones demand high payment for imparting knowledge and skills, as well as publishing translations as original work. This predicament exists because of extremely poor economic conditions and will probably change as conditions begin to improve.

Ethiopia

The author began work on the Ethiopia project at the request of the Israel Foreign Ministry and the work was performed in cooperation with the Interdisciplinary Center (IDC) of Herzlia and the Israel Association for Cognitive Behavioral Therapy. A student at the IDC, who was of Ethiopian origin, initiated, and received approval for, a project that was to open up a clinical track for the Master's degree in psychology at the University of Addis Ababa. Ethiopia has several universities, but until that time the degrees in psychology were



Dr. Moshe Landsman with his students in Albania

research in nature. The university at Gondar had begun a clinical track one year before, but there were almost no psychologists with clinical experience to teach it.

Unlike the previous two experiences, Ethiopia is an immense country with 100 million inhabitants, 80% unemployment, disease, poverty, a short life expectancy, and a history of political instability from the time of the death of its last emperor. Near the beginning of the project, Ethiopia had recently had its first democratic change in government in decades. Classrooms in the public education system suffer from appalling overcrowding (80 students per classroom in many schools). In short, one could not look at the mental health situation in Ethiopia in terms of a phenomenon that can be addressed by the work of a few professionals establishing one program in one university. Significant work in setting up viable, to say nothing of sustainable, mental health services in a context such as Ethiopia will take a concerted and coordinated effort of a horde of well-trained professionals working over more than a generation, stimulating economic development in parallel to the development of mental health. Tragically (some may say "mercifully", since the project was at any rate a drop in the sea), the Israel Foreign Ministry interrupted the funding, effectively ending the project. A feeble attempt was made to continue on an even smaller scale, but to no avail.

One of the more interesting aspects of the work in Ethiopia was the commitment of the students and faculty to a dialogue between Western and African approaches to mental health. The Ethiopians held up their end of the dialogue with panache and determination. As part of the course in psychodiagnostics, the author made a field trip with the students to the large psychiatric hospital in the capital. He interviewed and tested some of those hospitalized there (many of them knew English). The tests were of course based on Western culture and also interpreted in that light and the author was well aware of his limits in that aspect. The demonstration sparked a lively discussion of the complexities of using Western tests in the African context. Hopefully these thoughts were followed up after the author was compelled to leave at the end of the project.

The decision by the Ministry not to fund the project is typical of the colonial attitude of developed countries toward developing countries in Africa, and although there as a memorandum of understanding signed, the party with the funds can always choose not to honor it.

Summary and conclusions

It is often astounding how much can be accomplished in the international arena with very few resources. The interventions performed in the Balkans and in Africa were truly serendipitous (Landsman 2006), but awareness of the possibilities, both of the actors and the sponsors, can open up many opportunities for the adventurous professional.

The Principles of cultural sensitivity (Sue, 1998) seem to hold in diverse contexts, and may be universal. At any rate, it is often surprising how international organizations can spend time (and money) in many locations with very little understanding of the social context involved. The stay is often too short to allow intercultural understanding to develop and then the organization (or individual) moves on to the next destination. (Shahini and Landsman, 2008).

Finally, it is worthwhile to reiterate that meaningful intervention in the human services and sciences is long-term. The rule of thumb in this instance is one generation (20 years). It is appallingly fulfilling how quickly those years pass.



Dr. Moshe Landsman with his Ethiopian students

Mic - Music in Common

Dr. Inna Smirnov, Head of the English Department



Music in Common is a USA-based nonprofit organization whose mission is to strengthen, empower and educate communities through the universal language of music, has been working with the English Department at Kaye Academic College of Education for the last three years.

Inspired by life, and in response to the tragic death of his friend and band mate Danny Pearl (the late Wall St. Journal reporter), musician, writer, and producer Todd Mack started Music in Common in 2005, with innovative community-building programming that serves as a call to action in communities around the world. To date, MiC has toured to some seventy-five communities across the US, Middle East, and Far East and operates multiple programs locally, nationally, and internationally.

Ms. Lauren Ornstein, the MiC Israel programming director, introduced the program to Kaye College in 2011. The first encounter of Kaye College's English Department students with MiC was in December 2011, when fifteen English majors attended a one-day workshop about songwriting and multi-media production, followed by a presentation to the rest of the English Department students and faculty. The idea of this intensive workshop was to empower the student-teachers to take their newly gained skills into their own classrooms. The actual workshop tasks were bridged with the pedagogical aspects of this special learning experience.

During the second intensive two-day MiC workshop, fourteen English majors wrote, recorded and created a music video of a song together with fifty pupils from six high schools from the Negev and Ramla (Jewish and Arab). The song, entitled "Shalom, Salaam", served as a learning tool for defining peace. After participating in an intensive two-day workshop at the college, and as part of their practice teaching, the English majors



Laurie Ornstein, Tamar Capsouto and Kaye College students are engaged in the process of creative song writing.



Practice makes perfect: Tamar Capsouto and the students are rehearsing the song.

accompanied the program for sessions in Yeruham, Arad, Abu Krinat and Um Batin in order to facilitate the workshops there and to assist the organizers.

The tour was concluded with a final recording session and video shoot at Kaye College during which students from all groups had the opportunity to meet one another and to perform and to hear their completed song for the first time. The video clip, which was produced through collaboration of various pupils and students, is an example of how these values come alive with music. This event was open to the public.

In conjunction with the Ministry of Education's initiative, MiC participants worked together to write a song that carries the theme "The Other is Me". Students created a simple two-track audio recording of the song. Additionally, through peer-to-peer interviews and group discussions, they filmed footage for a video that addresses this theme. Program activities were designed for participants to discover the things they have in common with one and other despite their differences, to cultivate mutual respect and explore the many ways in which "The Other is Me" is defined. "You May Find Another You in Me", the title of the children's song Kaye students wrote during a two-day workshop that led to dialogue and creative song writing.

The MiC program boosts its participants' awareness of other cultures and of how they can learn from others. Having a common language with people from other countries and cultures helps reinforce a vital exchange and makes one part of the global community. It also shows how many of the values that are held dear, such as justice, equality, and peace, are in fact universal values.



Tamar Capsouto, Sahar Hai-Dobel and the students are performing the final version of the song.

An Educational Model based on the Values of Viktor E. Frankl

Elfriede Koschina, Head of School Practice, Viktor Frankl University, Klagenfurt, Austria



An educational Model based on the Values of Viktor E. Frankl

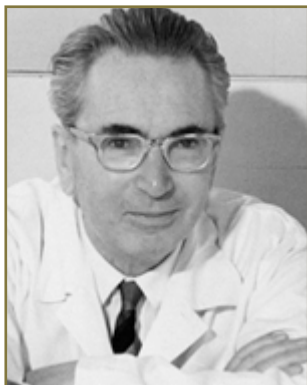
I am a teacher in the New Middle Practice School of the University College of Teacher Education / University College Viktor Frankl in Carinthia, Austria. As a lecturer of English Didactics and a mentor teacher for future teachers, I would like to illustrate the special character of our college. It is important to set an example within our organization by being aware of our social responsibility as teachers and teacher trainers and by putting our values into practice. Our values are based on the ideas of Viktor E. Frankl, M.D., Ph.D., the founder of logotherapy and existential analysis.

Why are we a “Viktor Frankl University College”?

With his exemplary life, Viktor Frankl (1905-1997) reminds us that proper education must be full of openness, tolerance, and respect to fundamental human rights. Because of his Jewish origin, the Austrian Viktor Frankl experienced extreme exclusion and persecution by the Nazi regime. He was prohibited from working as a doctor and deported to a concentration camp. His parents and his wife were murdered in concentration camps but Viktor Frankl fortunately not only survived physically, but also mentally. His philosophy is orientated towards people, values and the search for meaning in life. He believed in individual responsibility. An exchange of views about the meaning of life, about philosophical questions and discussions about current political and social issues and topics of contemporary history, must be educational subjects in our society. A main task of pedagogy is to help young people find their identity and to answer existential questions in human life.

Freedom of Will

Logotherapy considers humans as proactive beings with a free will. As spiritual beings, humans are no longer merely working off or reacting, they are primarily acting and shaping their lives. That's why we, as teachers, should also let our pupils and students feel that they can shape their own lives. Learners are not determined, they may not be able to change their conditions (family condition, living condition, learning situation...) but they are able to decide what to do in the very present moment. Freedom must go hand in hand with responsibility. As teachers we should use teaching techniques and approaches that enhance that self-responsibility in learners by showing them respect and appreciation for all their doings and by giving them the feeling that every human being is unique, non-replaceable and brought into the world with a special mission. Teaching, diversity, inclusion and differentiation are main points in our didactics. Knowledge and practical experience combined with alternative pedagogy in the classroom: Dalton Plan Pedagogy, Montessori Pedagogy, Freinet Pedagogy, project-oriented learning, open learning, etc. contribute to learners' self-responsibility and freedom.



Viktor Frankl

Will to Meaning and Meaning in Life

Nobody can give meaning to somebody else – but as teachers we can give our pupils and students possibilities of meaning. We can emphasize their talents, their strengths. We can make them feel important in the world. There is meaning in creative values, so we should give learners the chance to be active, productive and to be aware that all doing and learning at school or at the university leave traces behind. Learners should recognize meaning through experience in nature (school excursion, sport, trips...), in art and music (organization of exhibitions, musicals, plays...) and in living (partner schools, social and cross-cultural exchange and cooperation...). As a teacher,

one has the freedom and the responsibility to provide situations to stimulate and foster creativity and all those competencies mentioned. But there is also meaning obtained through one's stance concerning a particular matter, as a result of one's attitude toward something or someone. By carrying out an idea one can find meaning in one's life. Frankl says that those who have a "why" to live, can bear almost any "how". From the point of view of pedagogy, one could say that those who have a "why" to learn or study, can tolerate or stand all negative conditions, harm and pain. Suffering too can change one's stance on concerning a particular matter. Suffering yields performance, achievement and power.

Many lecturers, teachers and teacher-students at the Viktor Frankl Hochschule / University College of Teacher Education follow the educational model of Frankl's humanistic spirit and teach meaning oriented pedagogy. We have lectures for our students about Viktor Frankl and his philosophy and in our curriculum one can find traces of his ideas. In October the annual Viktor Frankl Symposium takes place at our institution in collaboration with the Viktor Frankl Institute in Vienna. The primary idea is to implement Viktor Frankl's great principles in teacher training, in school practice and in peer consulting in daily school life. When I was responsible for the design of new school regulations, I worked together with teacher colleagues and pupils to include Frankl's values in rules and regulations. Agreements concerning behavior should correspond to the concept of man by Viktor E. Frankl and should be considered as part of the school mission statement of the model school, the New Middle School of the University College of Teacher Education / University College Viktor Frankl. Following the development of new rules and rituals in practice school, it was elaborated in the revision of "Rules and Regulations by Meaning". But as Frankl says; "you can't teach values, you have to live them", and I always try to be aware of being a role model for all learners. My life-motto as a teacher, a mother, a colleague and a friend is designed according to Viktor Frankl's words in his famous book; *Man's Search for Meaning*: "When we are no longer able to change a situation, we are challenged to change ourselves."

elfriede.koschina@ph-kaernten.ac.at,
<http://www.ph-kaernten.ac.at/home/>

Impressions of a visit to Kaye College

Robert Sturm, Mario Wolte, students from the Viktor Frankl UCTE,
Klagenfurt am Wörthersee, Austria



Students from Austria visit Kaye College

On the 10th of June 2014, we had the chance to visit Kaye Academic College of Education in Be'er-Sheva. Dr. Riva Levenchuk, Head of the International Relations Department, and her assistant, Jennifer Ben Baruch showed us the entire area of the college. In their very personal and special way, they explained the basics of this institution and guided us around the campus.

During our visit we were shown a short film about the history and the philosophy of this unique college.

Dr. Riva Levenchuk gave us all the details about the college. In a very family-like atmosphere, we were talking about the differences and similarities between our two academic institutions. It was very interesting to hear about the special program for students who enter the college with a different former educational background. We were very much impressed by the fact that in this college Jewish and Bedouin students study side by side in peace and harmony.

After our talk we met with Prof. Lea Kozminsky, the President of the college, we talked about the differences of our two school systems. Following this conversation we feel that the Israeli school system has many advantages. One of the reasons for feeling this way is the early selection of the Austrian pupils; after only four years of elementary school, one has to choose either Middle School or "Gymnasium".

Another major issue is how to evaluate knowledge. In Austria you have only marks from 1 up to 5 (1 being the best). In the Israeli mark system, it is possible to better define the skills of each pupil or student.

We were very impressed by Kaye College and by its hospitality shown by our charming hosts, Dr. Riva Levenchuk and Jennifer Ben Baruch. It was such a pity that we could not stay longer. Special thanks to Prof. Lea Kozminsky, Dr. Riva Levenchuk and Jennifer Ben Baruch.

Robert and Mario

Educational Encounters - Between Cultures and Pedagogies

Dr. Olzan Goldstein and Miriam Schildkraut, Conference Conveners



In the academic year 2013-2014, Kaye Academic College of Education celebrated the sixtieth anniversary of its founding. One of the most important events dedicated to these celebrations was a national two-day conference, "Educational Encounters - Between Culture and Pedagogy," held at the College in March, 2014. The conference had two focal points: education in a multicultural society and pedagogy in a changing world.



The first focal point dealt with various aspects of the multi-cultural reality of the education system in general, and of frameworks for education and teaching, in particular: How are we to build the identity of the teacher in a reality where different cultures, ethnic entities, religions, nationalities and gender codes, among others, encounter? To what extent is this plurality a resource? To what extent is it a burden?

The second focus was devoted to a discussion about what pedagogy is needed in the information age. Rapid changes in the current era raise the need for the ongoing development of new skills: the ability to deal with an abundance of information that is changing rapidly, study skills and critical thinking, creativity, initiative, communication and collaboration skills, etc. Which methods of teaching and learning promote these skills among teacher education students and among teachers and pupils in the schools?

The conference was held on a national scale, and Dr. Dalit Atrakchi, Secretary General of the UNESCO Commission, Israel and the MOFET Institute played an active part in its organization and national deployment.

Over one hundred presenters arrived at the college from all over the country, representing a diverse array of the Israeli society, as well as a few remarkable key-note speakers. During the first day the authors Gail Har-Even gave



Our TEMPUS DOIT partners from Georgia participate in the conference



Animated discussion during the conference break

a lecture; "On Multiculturalism – on Tolerance, on Indifference and on Curiosity", followed by the Israel Prize laureate Prof. Gabi Salomon, who delivered a lecture; "Is Israel ready for a Multicultural Educational System?" During the second day, Prof. Raphael Mal'achi from the Weizman Institute lectured on; "Inside and Outside the Human Brain". Twelve parallel sessions on the first day, and twenty-four on the second day covered a rich spectrum of subjects. These ranged from reports on research conducted on various aspects pertaining to the multicultural challenges, to a portrayal of innovative teaching methods implemented in both Jewish and Arab society in Israel.

The conference was attended by more than seven hundred participants from all levels of the education system: teachers and students from Kaye

College; lecturers from institutions of higher education from across the country; principals, teachers and students from schools; facilitators from educational staff development [PISGA] centers; Ministry of Education officials; representatives of companies that develop digital software content; and leaders in the field of education.

In addition, a group of eight academics from Georgia arrived to present the outcomes of their collaborative work with the Center for Multicultural Studies at the college as part of their mutual participation in the Tempus DOIT project under the auspices of the European Union.

The closing session of the conference was dedicated to a discussion of the innovative pedagogical model promoting multi-cultural and collaborative learning, developed in the Center for Technology and Multiculturalism at the MOFET Institute. The Center organizes online courses for professors and students of Colleges of Education, and for teachers and school children belonging to the three streams of the educational system in Israel: Jewish secular ("State"), Jewish religious ("State Religious"), and Arab. The conference contributed to the professional development of all its participants, especially the students from the college, many of whom were exposed for the first time to the culture of national educational conferences.

The conference ended with a social event featuring a meeting of staff members throughout the college's history.

The conference program and abstracts of the presentations are posted on the conference website.



At the conference workshop

"Life Long Learners"

Impressions from a Study Day at the Tarshish School

"They shall still bring forth fruit in old age; they shall be vital and flourishing". So it is written in Psalm 92:15. This verse, a song of praise to the rich and vital world of believers, has been adapted to, and engraved in the credo of "Tarshish," the school for retired seniors at Kaye Academic College of Education. Tarshish implements the idea of "seniors teaching seniors". The school is administered and operated by and for seniors. Like its students, also teachers of Tarshish are, for the most part, retirees whom activate potential in their learners, based on many years of accumulated experience and knowledge. With their mature approach, they shape the character of the school and grant it an atmosphere of erudition and culture.



Ms. Hanna Blau warmly welcomes the Study Day participants

In this spirit, an intensive study day, "Life Long Learning", took place at the College in March 2014. The study day was planned and run by seniors, and the artworks on display during this day were fruits of labor of those who study art at "Tarshish". The professors who volunteered to take part in this day were all retired seniors as well.

Since Kaye College is celebrating 60 years since its founding, the study day also symbolized the beginning of a series of festive events marking the College's anniversary jubilee.

Ms. Rosa Milman, who teaches piano at "Tarshish," and Ronit Nemet, one of her students, opened the seminar by playing Moritz Moszkowski's Bolero for four hands.

In her opening remarks, Ms. Hanna Blau, Head of Tarshish, noted that one of the reasons for the establishment of the school was to meet the need for Life-Long-Learning and to help the adult learner continue his or her education in the midst of a heterogeneous student body and in a warm and friendly atmosphere. The Tarshish

School is a source of pride for everyone at Kaye; side by side, young students and senior citizens are looking to expand their knowledge there.

After opening remarks by Ms. Blau, Head of the School, Mr. Ruvik Danilovich, the Mayor of Be'er-Sheva, who visited Tarshish on several occasions, offered his congratulations. Mr. Danilovich stressed the importance of Life-Long-Learning and spoke of recent developments in Be'er-Sheva on the subject.



Prof. Lea Kozminsky, College President, opens the Study Day

Prof. Lea Kozminsky, the College President, welcomed those attending the study day and spoke about a surplus value generated as a result of the school's activity within the college and mentioned that Tarshish is, as such, beneficiary to the college as a whole. The President also mentioned a network of reciprocal benefit connecting Tarshish and the college, of which the study day is but a single example.

About four years ago, a fruitful relationship started between the administration of Tarshish and the Ministry of Senior Citizens. Mr. Uri Orbach, the Minister for Senior Citizens, was a guest during the study day, and he spoke, quoting literary sources, about the extended meaning of the name "Tarshish" and about the importance of learning in adulthood.



Greetings from Mr. Ruvik Danilovich, Mayor of Be'er-Sheva

"How is the image of the elder learner shaped by the Jewish tradition"; this was the title of the lecture delivered by Prof. Jacob Blidstein, a prominent scholar of Jewish law, an Israel Prize laureate, and a member of the National Academy of Sciences.

Dr. Asaf Harel, from the Department of Behavioral Science of the Jerusalem College of Engineering, discussed the question of how emotions and experiences of the adult learner affect the learning process. How does the learner's family affect the learning processes of the adult learner? Discussion revolved around the psychological aspects of the adult learner.



Mr. Uzi Orbach, the Minister for Senior Citizens, a guest during the Study Day.

search for identity. He also talked about what it means to be "an aging actor." He shared his experiences of being an actor, conversed with the audience, and ended his presentation with fragments from his one-man show, "Curses and Abuse," for which he was awarded Actor of the Year in 2010.

Mr. Miguel Orbach was born in Argentina, has a degree in acting, in education and in directing. Mr. Orbach is associated with the Theatre of the Negev, which has been managed by him for a number of years. He has acted in various settings, such as in theatre festivals, Fringe Theater, films, and television series. In addition, he directs, teaches and guides improvisational evenings.

The study day was moderated with wit and charm by Mr. Ephraim Ziv, a Tarshish student. The auditorium was packed with students and teachers of Tarshish, and with guests, all of whom enjoyed the abundance of culture and knowledge presented.



A nice discussion between Mr. Ephraim Ziv, the Moderator, Ms. Daniela Drori, Head of Senior Welfare Department at Be'er-Sheva Municipality and participants of the Study Day.

*N*ational Program of Excellence Students

Dr. Vered Yeflach-Wishkerman, Excellence Program Coordinator,
Conference Convener



For the past few years, the Teacher Education Division of the Ministry of Education has been offering a Teacher Education program for gifted students. The Excellence Program, which is run in about twenty-four academic colleges of education, aims at recruiting students to the teaching profession who exhibit exceptional qualities and training them through a special, high-quality program towards excellence in teaching and educational leadership. The Excellence Program is run in Arab, Jewish, religious and secular academic colleges throughout the country.

The master plan of the Excellence Program was developed by the Ministry of Education, and it includes guidelines and principles common to all excellence programs offered in academic colleges. Nonetheless, each academic college gives its own specific program a unique character that matches the spirit of the college and its culture.

The Excellence Program at Kaye Academic College of Education is intended to empower its students. Empowerment is achieved by implementing the students' active assistance in organizing and instructing study days and conferences held at the college. In 2014 the students helped organize a national conference for gifted students at Kaye College on the subject of "Learning with Love". The conference was held in the presence of Mr. Hili Trooper, adviser to the Minister of Education, and all the presidents of the academic colleges of education in Israel.



Conference guests (from left to right): Dr. Vardit Mekler-Pick, REGEV Program Coordinator, Oranim College, Dr. Nomi Magid, REGEV Program Coordinator, Talpiot College, Dr. Rama Klavir, REGEV Program National Coordinator, and Dr. Nachum Cohen, REGEV Program Director of National Conferences.

An Evening in Honor of the College Faculty and its Staff throughout the Generations

Hanna Blau, Head of the Organizing Committee



This year, Kaye College has been celebrating the sixtieth anniversary of its founding with a long series of events. One of the main events of the year was a conference gathering of college teachers throughout the generations. Great excitement accompanied the gathering. Faculty and members of the administrative staff over the generations were invited. An evening of stories from the past history of the college was organized, with the Israeli actor Yossi Alfasi presiding as moderator of ceremonies. The stories were accompanied by songs led by a college graduate of the Music Department. The stories were compiled in advance and edited in anticipation of the gathering. The lecture hall was decorated with artwork, collected by Ms. Nira Markus from generations of teachers who sent their works especially for this evening.

The evening opened with an exciting meeting featuring a reunion of old friends. Little by little, teachers and college staff members who had not seen each other for years, gathered together from across the country. Refreshments and good humor increased the excitement even more. Upon entering the hall, each guest received a pin with the symbol of the college. The evening began with singing and afterwards the President of the College, Professor Lea Kozminsky together with Mr. Ruvik Danilovich, the Mayor of Be'er-Sheva and Mr. Arie Abir, Head of the Companies Bureau, Jewish Agency for Israel congratulated the assembly. Later, tokens of esteem and appreciation were given to former College Presidents Prof. Shlomo Back and Ms. Rivka Ben Ya'acov.

It was certainly an exciting evening, and full of nostalgia.



Kaye College Presidents- past and present:
Ms. Rivka Ben Ya'acov, Prof. Shlomo Back and Prof. Lea Kozminsky

A new M.Ed. Program at Kaye College:
Education in the Age of Information and Communication Technologies (ICT)

Dr. Olzan Goldstein, Head of the Program, Head of the Research Department



The new M.Ed. Program Education in the Age of Information and Communication Technologies (ICT) was approved by the Council of Higher Education in September 2013. Its main goal is to develop proactive teachers who will be able to initiate and integrate ICT in education. It deals with the practical aspects of developing skills and professionalism of in-service teachers, and provides a theoretical foundation for understanding the social and cultural changes due to the impact of ICT on society in various circles and levels: familial, educational, rural, national and international.

The program includes three clusters of courses:

- Learning and Teaching in the Age of ICT
- Leadership in the Process of ICT Integration in the Education System
- Society and Culture in the Age of ICT

The first cluster "Learning and Teaching in the Age of ICT" is the core of the program and, accordingly, the number of courses in this cluster is larger. The courses in this cluster concern to pedagogical approaches needed today for developing the knowledge base, as well as the learning and teaching skills of teachers.

The second cluster deals with the change process needed in schools for implementation of innovative pedagogy. Even teachers, who have positive attitudes towards uses of ICT in teaching, often refrain from doing so since it requires learning, a change of professional habits and involves an increase in workload. Therefore, school management should develop processes of change to motivate teachers and promote their involvement in ICT-based activities.

The third cluster of courses allows a deepening of understanding of social and cultural processes which are taking place in the modern "glocal" (global and local) world.

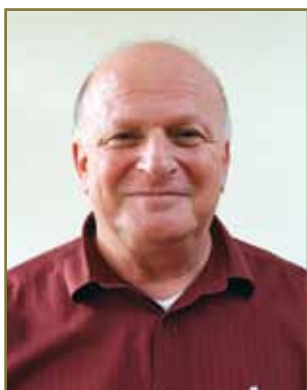
The program includes visiting schools which are distinguished because of their implementation of innovative pedagogy, as well as advanced ICT laboratories and High-Tech organizations which develop educational software and participate in national conferences.

One of the program's goals is to implement the concepts and principles of internationalization in the curricula. We focus on three aspects of Internationalization:

- Enhancing content by emphasizing topics dealing with international perspective
- Initiating collaboration with other national and international teacher education institutions
- Developing intercultural and international values among our students.

Our students come from different cultures: Jewish students from different geographic backgrounds, veteran Israelis, Jewish immigrants from all over the world, Arab students from the North of Israel and Bedouins. We pay special attention to consolidation of the various groups by emphasizing the importance of collaboration and mutual support.

The Dynamics of Organizational and Pedagogical Innovation in Teacher Education



Dr. Amnon Glassner, Head of Education
and Head of Informal Education Studies

Academic organizations are usually not thought of as dynamic organizations that promote significant changes in their teaching methods. They are also less often thought of as learning organizations and more often thought of as teaching organizations.

Kaye College has been fortunate for quite a few years now to have been undergoing a multi dimensional expansion in the processes of its development as a learning organization engaged in research and development of pedagogy and teacher education.

The direction of organizational learning related to pedagogy in a world of innovation, is split into different areas.

One area that can be examined is the connection between what is practiced outside of the college and what is learned inside the college. Learning from the outside to the inside constantly expands through the increasing exposure of the staff to ideas and activities taking place in various locations in Israel and around the world. Learning takes place by organizing visits to schools and educational institutions where new practice is being carried out. It also takes place by means of in-depth seminars and conferences with people of action and theory from the outside, such as staff from High-Tech High in San Diego. Additionally, it finds expression in running workshops and forums open to anyone interested. For example, a workshop in PBL learning, initially open to all, evolved over the years into a special program designed for pedagogical instructors, faculty in various programs, and staff that guides and accompanies schools in issues of pedagogical innovation. Another example is a forum for the entire faculty known as "Crossing Borders," designed for learning and development of pedagogical practice by meeting with experts from outside the college. For example, we met with a psychiatrist who uses "mindfulness" as a way of working with patients and staff in psychiatric settings, and we adapted it as part of the concept of mindfulness in group learning.

In the other direction, from the inside to the outside, the organizational and pedagogical knowledge that was generated in the college over time was documented, collected and disseminated in different ways. A large part of the new practice experiences were carefully documented and evaluated by the evaluation unit of the college, as part of a process of organizational learning. For example, members of the college learn and construct shared knowledge together with school administrators in the consortium established for this purpose. Staff members set up networks of schools using a self-directional approach. Delegations from other colleges and educational institutions in the country come and learn about the implementation of changes at Kaye College. In the coming academic year, we will lead a Think Tank composed of a number of colleges of

education, in the framework of the MOFET Institute, on the subject of teacher education for Project-Based Learning. The writing and distribution of the Kaye College journal, "Voices" ("Kolot"), and the lexical journal, "Lexi-Kaye," also serve to disseminate and clarify knowledge produced in pedagogy and teacher education. Dissemination also occurs through the participation of the college in seminars and conferences at both a national level (the Kaye Conference) and international level (the David Yellin Conference). An additional area of learning concerns dispersal and expansion of the scope. The call for papers from the administration for practicum courses in Project-Based Learning resulted in practice by lecturers in only a few courses. Afterwards, practice became broader. This happened with the practice teaching of all the first-year students in the course, "Education as Reflected in the Field", and also with the "Shachaf" program as part of the course "Learning Community". In addition, a whole new program, "Paths," was established and implemented. In the past two years, in terms of contents, besides the PBL method, innovative courses have been developed, led and facilitated by teams of lecturers guiding student groups. An example is an expanded course in research methods that combines study of qualitative and quantitative research methods for the implementation of different projects. Planning and implementing of projects require study and use of both qualitative and quantitative research.

This course led to the development of additional courses planned for this coming year such as a course on the subject of "Margins at the Center," which was developed following a concentrated innovative PBL course in the "Paths" program. Such courses are led and facilitated by teams of lecturers who work together before the course begins on its initial preparation, and during the course on its implementation (team teaching and co-teaching), which is in itself, a novelty experience in teacher education. In the near future, there are also plans to develop and encourage practice teaching related to interdisciplinary and multi-disciplinary courses.



Discussion on Pedagogical Innovations

IPads at the service of Pedagogy

Dr. Anat Shayovich, Head of the Elementary School Education Program



The expression, "21st century skills," has become a term widely used among educators. But what does it mean in practice? How are we to teach these skills, and how can we overcome the many fears that teachers, currently working in the field, have regarding innovation, "a change in the order of Creation" as it were, brought by innovative and seemingly threatening technologies?

As part of the educational program for elementary school teachers at Kaye Academic College of Education, we have chosen to support innovative pedagogical practice among 3rd year student teachers, with the purpose of continuing to offer relevant teacher education to a new generation not fearful of innovation, but rather, working creating and thinking while skillfully using and implementing innovation at hand.

We chose to tackle this issue in several ways, one of which is presented here, an approach that adapts technologies that are familiar to, and liked by students, to suit their future professional needs. With the helpful cooperation of "Onward Science" ("Kadima Mada"), our third-year students received iPads for personal and study purposes. Once the devices became part of their worlds, we were able to adapt them for teaching and learning purposes. We used the iPads in two frameworks, first for Project-Based Learning (PBL), among our teacher education students and then for implementation of Project-Based Learning among elementary school students. This way, the iPads were turned into a tool for gathering information and for creating video-clips around a topic defined by the students themselves. For example, one of the students



Deputy Director of Education Dr. Iris Wolf and Mr. Udi Gibori of "Kadima Mada" with Prof. Lea Kozminsky and Dr. Anat Shayovich near the Supporter's Wall of the College



Kaye College student assists Elementary school pupils in the use of their new iPads

created a personal family book, using video editing applications; another student created a guidebook to the city of Be'er-Sheva, yet another student designed a yearbook for the end of elementary school; a directory of monument sites in the country was created and much more. The students first underwent a pedagogical process, which included setting objectives, defining needs, studying the subject (sites in Be'er-Sheva, in the country, etc.), and only when they were ready from a pedagogical perspective, they continued to processing the instructional material on the iPads.

The students' products have been presented during a highlight event at the end of the academic year in the presence of representatives from the Ministry of Education, senior representatives from the Be'er-Sheva Municipality, principals,

parents, teachers, students, and of course children of the new generation.

We express our sincere thanks to "Forward Science" ["Kadima Mada"], whose generous contribution brings about a decrease in suspicion of teachers towards innovation, and enables the future generation of teachers to implement their teachings with a relevant value of technology.



Dr. Anat Shayovich with her Kaye College students involved in the project

Peer Tutoring and the Art of Mentoring: the Big Sister Model

Dr. Warda Sa'ada Gerges, Lecturer and Pedagogical Advisor



Kaye College has paved the way to make it possible for Bedouin women to study and grow. As a lecturer and pedagogical advisor at Kaye College, I have been responsible for examining, by means of a multi-year research project, to what extent Kaye College contributes to empowering female Bedouin students, who come from a closed, traditional and economically undeveloped society. Their society has many customs which prevent or inhibit these college graduates, to implement and adapt new curricula and new approaches that will lift their community and Bedouin society in general, to a better place. As part of an ongoing quest for new models to optimize teacher education experience and in order to empower new graduates who are well-equipped to overcome the stumbling blocks in order not return to old patterns of instruction that impede development of society, I developed a model of teacher education that relies on experiential facilitation, according to a new mentoring model of education, called "the Big Sister model."

According to this model, two students are mentored in each kindergarten: one third-year student and one second-year student. The third-year student, being the "veteran", the more experienced teacher, acting in the role of a "big sister" to guide or tutor the second-year student, who is in the first year of her practice teaching, and both of them are accompanied and guided by a teacher mentor and a pedagogical instructor. Tutoring, which is a process based on inter-personal connections and relationships, consists of social and psychological elements that bring about significant positive changes in behavior. In peer tutoring, the tutor accompanies, analyzes, supports, guides, empowers and provides necessary information, while at the same time, she herself is undergoing a process of empowerment, conveyance and leadership.

Each year, this program raises the level of its activity, and this year the tutoring program has developed from an individual into a group stage, so that every third-year student tutors her counterpart in the same year, in the content that she is strongest in. Second-year students tutor other second-year students in areas that they are strong in, so that in the end, the result is collaborative learning. Then, every third-year student will tutor and accompany a second-year student, so that in the end, all will experience significant collaborative learning built on a platform of mutual fruitful facilitation. This program is intended to empower students socially and professionally and shape their professional identities, so that they can return to their communities much stronger and more resistant to the phenomenon of professional regression, known to have occurred among some student teachers in various communities.



In the kindergarten

The Role of Kaye College in Making Higher Education Accessible to Bedouin Women in the Negev

Dr. Nurit Nathan, Researcher,



In collaboration with Dr. Arnon Ben Israel, Dr. Saleem Abu Jaber, Dr. Amal Abu Sa'ad, Dr. Varda Gerges-Sa'ada and Dr. Olzan Goldstein
The Research Authority and Center "Meaningful Space for Learning,"
Kaye Academic College of Education

"I was a pioneer, paving the way for many Bedouin girls to study in the College I feel that Kaye College embraced me and gave me a feeling of home ... I lived in the student dorms, I was the only Bedouin girl but they didn't give me the feeling that I was different.... I was also the first Bedouin leader... my father believed in me and supported me all along the way... ". This is how Nayfeh, the first graduate from the Bedouin sector, who finished her studies at Kaye College in 1976, tells her story. Nayfeh was invited to tell her life story

which is interwoven with Kaye College, in the framework of a conference session with the research topic; "The Role of Kaye College in Allowing Accessibility to Higher Education for Bedouin Women in the Negev," held at the College on 25.03.2014. As lecturers who have taught at the college for many years particularly in the Bedouin Department, we have witnessed changes taking place among Bedouin students, especially concerning integration of young women. The marked rise in the number of female students and our familiarity with students whose mothers were students at the college in previous years, prompted us to investigate the phenomenon.

In the Bedouin sector, Kaye College is considered a "good quality" teacher education college in the Negev. Additional points to the college's "credit" come from important facts such as; the ratio of support given by staff members to Bedouin students, the fact that many of the Bedouin faculty members are Arabic speakers, of whom some come from Bedouin communities, and the fact that some courses are taught in Arabic. These facts contribute to the feeling that Kaye College is "like being at home" for Bedouin students, a point noted also by Nayfeh in her remarks. The long journey of Bedouin women studying higher education involves daily movement from the domestic and clan space to the big city. We examine whether and to what extent Kaye College has indeed constituted a socially and culturally protected space, in that is to say that it has been able to produce a sense of belonging, or "home," for these women. At the same time, we will examine what has changed in Bedouin society to allow these girls to go out to study. Who has made it possible for these women to study outside their communities? How do studies at Kaye College affect the lives of these women students? What is so appealing about Kaye College for female Bedouin students?

The research findings and their insights will hopefully be able to help raise awareness of the contribution of higher education to Bedouin women, which will facilitate and assist in promoting the most appropriate teacher education for this population.

Dr. Nurit Nathan

A Virtual Mathematical Marathon in the Negev

Dr. Mark Applebaum, Initiator of the Project and
Dr. Haya Kaplan, Head of the Center for Motivation and Self-Direction



Kaye College, in collaboration with the Ministry of Education, the Be'erSheva Municipality and the Association of Community Centers, is leading an educational initiative in mathematics education, the Mathematical Marathon. The initiative is intended for Be'er-Sheva students in grades 5-7 and 9-10, studying in the framework of the "Program for Excellence in the Negev" and in Bedouin secondary schools in the Negev. Dr.



Mark Applebaum, the initiator of the project, serves as its academic advisor.

The project operates under the auspices of the Center for Motivation and Self-Direction, and is headed by Dr. Haya Kaplan. The Mathematical Marathon program does not turn only to outstanding mathematics students, but to all interested students including students who have not necessarily received high grades, especially in this subject.

The main goal of the project is to promote pupils' autonomous motivation for learning, that is, to enable them to participate in the tasks that constitute an optimal challenge for them, to enable them to experience a sense of efficacy, interest and discovery. Other important goals are the development of mathematical thinking, especially higher-order thinking, increased use of technology for learning purposes, and controlling and increasing the willingness of students to deal with cognitive challenges.

The pupils are accompanied by Kaye College students. Several goals have been placed before these students: raising awareness of differences between pupils and increasing the ability to respond to them; developing learning - and teaching strategies that promote higher order thinking; increasing the use of technology for learning and teaching; developing community involvement; and increasing the capability of initiating and leading educational processes in the education system.

As far as the college concerns, two goals have been set: to introduce innovative pedagogical and educational processes in schools in Be'er-Sheva and in Bedouin schools in the Negev, and to set up a didactic-research laboratory. Two additional goals have been added to the project from an urban or regional perspective: promoting excellence in education and encouraging mathematical activity and- experience in school and beyond.

The Mathematical Marathon includes three phases: preliminary preparation for the program; a virtual marathon phase, which continues for 12 weeks and a problem-solving competition, held "face to face" at Kaye College. Elementary school supervisors in Be'er-Sheva and the Director of Elementary Education in the municipality, Ms. Dina David, accompanied the preparation stage of the program in Be'er-Sheva. Approval

for the project was given by Dr. Heftzi Zohar, the Deputy Mayor of Be'er-Sheva and Head of the Education portfolio. Bedouin sector partners in the process are Ms. Sarah Pinhassi, from the Association of Community Centers, and Ms. Nasreen Shami, Head of the Minorities branch in the Negev/Galilee office.

The College facilitators' staff accompanied the students in preparation of tasks appropriate to a virtual marathon in terms of content – matching age group and levels of thinking – and in terms of design, with multiple choice questions. Tasks were matched to the curriculum prepared by the Ministry of Education regarding the level of challenge (task enrichment and depth), so that students with mathematical thinking skills, although not high achievers in the field, will also find them interesting.

About seventy five students who accumulated the highest scores during the marathon were invited to a highlight final day held at Kaye College, during which they attended lectures on math topics and worked on solving mathematical problems. Math teachers, school principals, inspectors from the Ministry of Education, and of course, parents of participants were invited to attend guest lectures and encourage the students. Winners received certificates of appreciation and prizes in the presence of the program organizers.

In conversations with parents of participants, it became clear that the tasks of the marathon had challenged the parents as well, and at times became the basis of daily conversation at home and occupied the students for a long time.

The Mathematics Marathon contributed to all its participants. It strengthened the cooperation of the college with educational institutions in the towns of the Negev, contributed to professionalism of school teachers and students in mathematics education and computer skills, and also increased love for the subject and a sense of belonging in students towards math education in the college.

The Mathematical Marathon aroused great interest throughout the country due to its unique character and format. As a result of the Marathon, a number of seminar papers were written, which focused on the structure of the marathon, on attitudes of students towards learning mathematics, and on using technology. In addition, a number of research articles were written: "Perseverance of Students in a Virtual Marathon"; "Gender issues in mathematical competitions"; and "The Municipal Marathon in Mathematics"(<http://www.scimath.net/articles/13/134.pdf>), which were published in journals and presented at international conferences.

In the local and national press, in print and online, several articles were published which noted the importance of the event. Following the success of the program, organizers of the marathon received a number of requests, both at national and international level, concerning expansion of the program to a national level and sharing of the acquired experience with the international community. In the 2013-2014 academic year, four regional virtual marathons in mathematics were organized, in which about fifteen hundred students from the city of Be'er-Sheva and the Bedouin sector, took part.



Proud marathon participants with their certificates of appreciation

Apprenticeships and mentoring in promoting excellence in spoken arabic studies for high school pupils

Dr. Vered Yeflach-Wishkerman, Head of the Excellence Program



Arabic teachers play a key role in developing spoken Arabic learning skills. In most high schools, pupils take the literary Arabic high school matriculation exam but not the spoken Arabic exam. The Excellence Program of Kaye Academic College of Education in conjunction with Omer Comprehensive High School developed a program to empower spoken Arabic in the Bedouin dialect. Within this program framework, student teachers from the Bedouin sector who are attending the Excellence Program, met for thirty to sixty annual hours with senior high school pupils and tutored them individually prior to the spoken Arabic high school matriculation exam, accompanied by a teacher trainer. This project enables pupils to become familiar with, and experience spoken Arabic in the Bedouin dialect, and to gain unique and authentic experience in speaking Arabic. In parallel, student teachers from the Bedouin sector are involved directly with Israeli youth and gain experience in using an individual study method as mentors of high school pupils.

This unique model was developed in the Excellence Program for outstanding students from the Bedouin sector (who do not specialize in Arabic) to teach spoken Arabic to high school pupils. It enables the student teacher to be a mentor of Jewish pupils on the one hand and an apprentice to the teacher trainer on the other. This unique model creates a special interface between the participants in the process whereby all of the participants foster cooperation, teach one another and serve as mentors and apprentices.



Kaye College students teach Arabic in Omer High School

*K*indergartens in the Bedouin Sector

Eti Bar, Pedagogical Advisor and Head of the Program



Many Bedouin women from the surroundings of Be'er-Sheva study at Kaye College. They come from towns such as Rahat, Segev Shalom, Lakia, Hura, Kaspiah, and from unrecognized settlements. The College provides a response to the needs of these communities to educate teachers.

In recent years, we have seen a change in female students who choose to specialize in early childhood (kindergarten) education. Up until a few years ago, they were usually advised to specialize in the program for Early Childhood Education. Recently however, many applicants have been choosing to specialize in the kindergarten educational program out of an understanding and a desire to contribute to the development of the child in early childhood.

We are witnessing a change in the perception of the importance of a child's place in society, and a growing understanding of the child's specific needs for proper development. The students are motivated and share a desire to bring about change in society. This way, the idea to create PDS communities that may energize, challenge, professionalize and increase the motivation of teachers to take part in educating their pupils, came about. The next section of this essay will illustrate the partnership between the Hura local council and Kaye College.

During the course, bonds of trust were created, which constituted fertile ground for expanding the partnership to the community as a whole. These ties made the relationship between peers deeper and more intense. The uniqueness of the holistic PDS method lies in partnership and community involvement. In order to establish a community of learners with a shared professional discourse, a common central theme was chosen for the kindergartens in Hura, for the students in the College and for the community.

In the 2012-2013 academic year, the theme chosen was "Encouraging Reading," and in 2013-2014, the selected theme was "The Quality of the Environment." On the basis of this theme, joint study seminars were held for the students and the kindergarten teachers, the preschool assistants, and relevant professionals such as the library director, and sustainability instructors. It can be seen that in this model, all parties benefit from the partnership. Students develop skills for deploying professional



Children practicing recycling

community work. They receive full cooperation from the mentoring kindergarten teachers and benefit from their practical knowledge. A professional dialogue develops between the students and the teachers, with the professional guidance of the pedagogical counselor. In this model, the role of the pedagogical advisor expands. Such an advisor is a central mediating figure in the relationship between the College and the field.

For the annual topic, subjects were selected that were either absent or insufficiently addressed. Activities were held in the kindergarten with parents and children, in the community library, in the neighborhood and at the College.

The kindergarten teachers and the preschool assistants receive the close support of the colleges' pedagogical advisor. The teachers and the assistants, as a team, benefit from the up-to-date knowledge that the student teachers bring to the kindergarten and also implement these new approaches. For example, the students conducted action-research on the importance of the environment.

The kindergarten and accompanying action-research

The personal relations and relationships of trust established between the College and the community and the educational staff, facilitate mutual community growth and learning.

The Kindergarten Educational Program at Kaye College, which operates according to the PDS model, presents a partnership relationship based on mutual trust, a dialogue with the best educational practice, mutual learning, prestige and professional development. Each partner brings a unique contribution and lays another stone in building the PDS. All partners become contributing recipients.

The power of practice and faith in the PDS model can be read from the words of two kindergarten teachers who were partners in the process:

Taarid Alatawna, Alaraz kindergarten, Hura:

I am very grateful to Eti Bar, the pedagogical advisor for teaching me to be a teacher and a good mum. Thanks to Eti I am a good kindergarten teacher today; I want to take this opportunity to tell you, Eti, that we will never forget you. We got to where we are today thanks to you. You are always considerate and you always gave wholeheartedly, like a mother who gives everything to her children and doesn't expect anything in return, a mother who just wants her children to get through life supplied with tools, with which they can build their lives in a better way. Thank you.

Heyam Alatawna, the science kindergarten, Hura:

I want to thank the wonderful, considerate pedagogical advisor Eti Bar with all my heart. Every time Eti walks into the kindergarten, we are rewarded with another new learning experience. Also the children remember her vividly from the Hebrew children songs she sings to them when she walks into the kindergarten. Kaye College definitely has the ability to bring about change in our village and it influences society morally and educationally.



Children learn to care about their environment

From the Dean's Desk

Riki Borochofsky-Hadad, Dean of Students



In the 2013-2014 school year, various programs ran at Kaye College for the purpose of fostering students' social involvement in the College's community and its surroundings. About a third of the students attending the college are active in the community where they live.

Fifty-seven students received certificates of appreciation at the SST (Students Study Together) conference in recognition of their social involvement in the college and in community programs initiated by the college. This year, students worked in the Student Council for Academic Affairs, the Language Center, the Koren Center, and as peer tutors in the Fredi Rose Support Center for Students with Special Needs, "Itaka."

A special program operating in the community, initiated by the college is: "The Bilingual Short Story Program," in which students helped pupils from this bilingual school, "Degania," to write stories in Hebrew and Arabic. The book; "The Child's Friend", which contains stories written by the pupils, was published and handed to students during the final celebration gala. In the tutoring program held at the Educational Center for Hospitalized Children in Soroka Hospital, Be'er-Sheva, the students helped children with their studies, played games with them and conversed with them.

In the Koren Center at Kaye College, whose goal it is to bring about rapprochement between Jews and Arabs, fifty students participated in a multicultural theater workshop and in a video-clip workshop. Another program; "When the Bible and the Qur'an Meet", included two study sessions with lecturers and students.

The active involvement of students in the college's community and in the surrounding community contributes to the students' sense of belonging to the college, and it raises the status of education and educational work in the community.

Due to the importance of the subject and as a result of the request from the Student Council for Academic Affairs, a possibility of integrating social involvement into the framework of the teacher education program is currently being considered.

Involvement in the Community

Roi Amano, Director of the Association



The Association for the Promotion of Projects was established by Kaye College with the intention of promoting connections with the community. The Association promotes a wide variety of projects.

The Association runs projects in mathematics and language in kindergartens and elementary schools. We are currently preparing an Excellence Program in mathematics for high school children in Be'er-Sheva. We are also offering psychometric courses to the public-at-large, and kindergarten teacher assistant courses in the Jewish and Bedouin sectors. We have a wide variety of art workshops and we also run a school for art instructors in cooperation with the Art

Education Department for the B.Ed. degree at Kaye College. We are working on making the College a focal point for excellence in the arts. A course in Art Appreciation for youth-at-risk and for young people from the Bedouin sector will be opened this academic year. Like every year, we have open days for the public-at-large, and we also mount exhibitions and offer workshops for life drawing. The number of students studying in the "Tarshish" School for seniors increases every year, as does the variety of courses offered. Tarshish works in close collaboration with the Ministry for Senior Citizens. This year, the school was honored with a visit by Mr. Uri Orbach, Minister for Senior Citizens. We would like as many seniors as possible from the South to be exposed to our activities, and we are working on opening branches of the "Tarshish" School at additional locations in the South.

In the field of sports, we are implementing two major projects: a school for instructors in sport and the second is leisure-time activities. This year, we started classes in athletics, soccer, pilates, as well as special courses in Middle-Eastern dance. We opened branches of the school in Ashkelon and Kiryat Gat. We are working on opening another branch



Kaye College hosts the Cricket Association competition



Sports Center's activities at Kaye College

in Eilat, in order to reach the entire population in the South. In the summer, we opened training courses in tennis, handball and basketball.

The Sports Center has been operating since 1993, and it offers unique classes to the public at large, such as break-dancing, Taekwondo, physical exercise and aerobics. Two years ago, we formed a handball team, "HaPoel Kaye, Be'er-Sheva," and this year, two teams have been playing under this name, competing across the country on behalf of Kaye College. A group of 7th graders came close to winning the District Championship. Four tennis teams also compete on

behalf of the college. This coming year we are planning to start a project called "Sport promotes Learning," in which pupils who take part in various sports classes will come to the college right after school to eat a hot meal, receive assistance in doing homework from college students and then go to practice.

We are currently working to establish a testing institute for sports within the college. By implementing all the sports projects, we will stand up to the requirements established by the Council of Higher Education for the B.Ed. and M.Ed. degrees, offered by the college. Last year, about two thousand students, were provided with educational services by the Association, in a large variety of activities.

On this festive occasion, I would like to thank Kaye College, under the leadership of Professor Lea Kozminsky, for loyal and fruitful cooperation. I wish Kaye College, on the 60th anniversary of its founding, many more good years of advancing education in Israel.

I would like to thank Dr. Nurit Zaidin, Chairman of the Association, Dr. Yotam Luria and Mr. Adiel Elgi, Association members, for their attentive, sympathetic support.

I would also like to thank Ms. Elena Fominykh, Ms. Hanna Blau, Ms. Hanna Nagar and Mr. Nir Amar, Project Leaders, Ms. Svetlana Abrahamov, Finance Director, and all staff members who work with dedication for the success of the Association and of Kaye College.



Bedouin Students volunteering in the Soroka Educational Center

Sponsored by the Center for the Study of the Arabic language,
Named after the Late Dr. Ibrahim Adnan Sa'adi



Dr. Saleem Abu Jaber, Director of the Center
Head of the Elementary School Education Program in the
Bedouin Sector.

In the children's wing of the Soroka University Medical Center, an educational center runs programs for hospitalized pupils. Educational programs offered by the center, includes, since last year, a program funded by the Ibrahim Adnan Sa'adi Center for the Study of Arabic language at Kaye College, in memory of the late Dr. Ibrahim Adnan Sa'adi, administered in cooperation with the Dean's Office at Kaye College. In the framework of this project, ten students from the Bedouin sector at Kaye College tutor hospitalized pupils. Each student teaches one day a week, and the activities are spread over most days of the week. The program is led by Dr. Saleem Abu Jaber from Kaye College, Director of the Center for the Study of Arabic language and Head of the Elementary School Education Program

in the Bedouin sector.

Work with hospitalized pupils at the Educational Center constitutes special teaching experience for Kaye College students. This experience is integrated into routine medical care and is therefore challenging, requiring quick adaptability, cognitive flexibility, adapting one's teaching style to the learning style of the sick pupil. This relevant, challenging experience encourages the pupil to work in spite of his illness and physical condition. These become learning encounters with pupils in different educational frameworks and of different ages.

For the students, the program is an exciting and sometimes emotionally difficult experience, full of both sad and happy events, but for the sick pupils, the students' doings constitute an uncompromising message of faith in the return of the hospitalized children to their educational frameworks, their everyday lives, and their schools. Therefore, the main role of the educational staff and the students is to create a continuity of study and educational work and to sustain a relationship between the sick pupil and school in the community.

Students are an integral part of the educational staff, which regards its work as a mission whose important objectives are to maintain continuity in learning and reduction of academic gaps. We also help take care of the pupil's welfare and concern ourselves with improving the quality of his hospitalization, using enrichment methods like music, art, communications media, photography, physical education, and more. The success of the program lies in the careful selection of students and in working closely with all partners, which we hope to continue in the years to come.

Hamza A Madegem, one of the students participating in the project:

"Giving ... Giving ... Giving, you'll never be able to understand the meaning of the word until you experience it..."



Kaye College students volunteer at Soroka hospital

Innovation at the Center for Parenting and Family

Nurit Kochavi, Head of the Center



The Center for Parenting and Family has set for itself a goal of disseminating professional knowledge in the area of parenting and family.

This goal is being implemented through a number of programs in the Center both at the College as well as in the community.

One of the programs that meets this goal and reflects the innovative spirit of the Center is a support/study group for parents coping with mental illness, led by Ms. Nurit Kochavi, Head of the Center at Kaye College, and Ms. Ruti Kamar, a social worker in the Center for Mental Health.

Many people who are coping with a mental health problem are parents. Some find it difficult to combine coping with a mental illness and the day-to-day responsibilities as parents.

Even today, people coping with mental illnesses are still not adequately assisted. This group for coping parents meets this need; in group meetings, parents are given the opportunity to strengthen their parenting skills and their self-confidence, improving the parenting experience and enriching their knowledge and practical tools for better parenting. In addition, the parent acquires tools to strengthen his or her relationship with the child. In these group meetings, parents feel that they are not alone in coping with mental illness. They learn to talk about it openly, to accept themselves and their children and their ability to be good parents and providers, in spite of the illness. Group sessions, dealing with daily parent experiences, are an important therapeutic basis which contributes to processes of remission of the mental illness (Nicholson, 1998). This information should be brought to the attention of the public so as to try and reduce the stigma of mental illness, and of the difficulties faced by parents coping with that, for the sake of a respectful and inclusive society towards individuals who are mentally ill.



Assisting parents to cope with mental health issues

"Don't be Afraid of Someone who is Different, and Help as much as Possible"

A summary of Art students' experiences on "Artist Day" at
the Mental Health Center

Dr. Noa Leibowitz, Head of the Art Education Program



Here are some of the students' concluding remarks at the end of Artist Day:
"I arrived with a lot of anxiety, because it was my first visit to the Mental Health Center. I was nervous and excited to see how people behave there. When the activities started and a group of patients came to the workshop, I saw them as ordinary people and felt comfortable with them. I felt in touch with them and I helped them."

"Artist Day" was a day that changed my attitude. After seeing the dedicated workers and the charming residents, I understood how much I had wanted to be part of a place like this, knowing that I contributed to the world, even if it was just for one day. I'm going to have many more days like this."

The story began with a phone conversation a few months ago, between Gideon Shani, the Chairman of the Painters and Sculptors Association in Be'er-Sheva and the Negev and me, during which he enquired whether the Art Education Department at Kaye College could take part in the Artist Day activities that the Mental Health Center was organizing in early April this year. I agreed, since I was convinced that this day would contribute greatly to the educational program in art in general, and to every art student personally as well.

"Artist Day" is an exclusive and unique initiative in the southern district, coordinated by Varda Har Tzvi. "Artist Day" includes a variety of different art-technique workshops facilitated by artists who come from the surrounding communities. During Artist Day, a direct encounter is established between the college students and the artists. This way, "Artist Day"



"Artist Day's activities at the psychiatric hospital

provides both an opportunity for exposure and a unique social activity for a variety of populations at different levels, deepening the relationship between the participants and artists and their work, and increasing social involvement among communities of artists.

"Artist Day," which in the past used to take place in schools throughout the southern district, was this year held in the Mental Health Center. Several workshops were held during this day of celebration: mobiles made from natural materials, papier-mâché sculpture, painting and drawing, collective mosaic work, ceramic sculpture, doll-making, and painting of an environmental sculpture that was placed on the central lawn. The patients worked under the guidance of artists from the community and of Association members, accompanied by art students and occupational therapy instructors. The preparatory work which led to great success of the day, was invested by Ms. Yaffa Delumi, Executive Director of the "Friends Association" and Ms. Daniella Peretz, Head of the Department of Occupational Therapy.

In the shared creative process a deep artistic experience occurred, enriching the spiritual, emotional and creative world of the patients, students, and artists.

A participating student: "I learned a lot from "Artist Day", both as a teacher-education student and as a future teacher. I never had this experience therefore I am happy and grateful for the opportunity to volunteer on this day. As a future teacher, I will be sure to involve my students in days like these and play an active role in society."

From the students' feedbacks, I realized how much this day enriched their worlds, both on a personal level, from the encounter with the patient population and by dealing with the stigmas and stereotypes that exist and are widespread in society, and also as artists and art teachers in the future, by means of direct exposure to a variety of techniques ranging in levels of complexity. The students were influenced also by the very experience of such a day, during which they had the opportunity to create an abundance of materials within reach, and creative results which were eventually integrated in the environment. These creations contribute to the appearance of the Mental Health Center, and to its atmosphere, it also added to a sense of satisfaction and competence in the participants. I feel that everyone learned from the patients who joined in the activities, in an atmosphere of a "Happening," which included background music and cold drinks, and most importantly, the enjoyment of creating, working next to artists who are experts in their fields.

To summarize as a third student wrote: "For me, Artist Day was a day of great experience and fun. I left with a sense of satisfaction and a strong desire to take part in additional events. In my opinion engagement of this kind is a significant activity."



“A Tent in the South”

Israel Rabinowitz, Gallery Curator



The exhibition, "A Tent in the South," is the first exhibition initiated by "The Tent," a group of young Bedouin artists who have banded together at the initiative of the artist Sarah Abu Krinat, a graduate of Kaye College.

During the months of February and March this year, the gallery of Kaye Academic College of Education in Be'er-Sheva presented an exhibition of young artists from the Bedouin sector. This association of artists was founded by artist Sarah Abu Krinat, whose initial motivation was her wish to provide an opportunity to those in the Bedouin community interested in becoming familiar with art, but unable to do so in the context of their home environment or the public spaces of

their surroundings. In addition, she aimed to create conditions for experiential encounters for all lovers of art and culture in the country. Abu Krinat aims to give artistic exposure to complex issues related to the lifestyles in the South, specifically those in the Bedouin sector and also those of the general public. The artist also exposes subjects that are distant from daily life, but that touch the existential questions with which this generation of young artists is concerned. The group represents a generation whose art draws from the tradition and values of their particular community, while dealing with the world of global art in relation to its contents and messages, which are anchored in ancient traditions of cultural universality. It is a generation whose work is young, explorative and brave, and it constitutes a major component in the fabric of contemporary Bedouin culture.



Sara Abu Krinat

"The Tent" aims to preserve the honor of Bedouin tradition while at the same time its limits are explored and tested. In their work, the group members regard themselves reflective of the culture in which they grew up, while they continually strive for expansion.

Bedouin tradition and culture currently face a variety of challenges of the 21st century. The processes that Bedouin society is currently undergoing are broad in scope and their effects are strong. The introduction of technology in each tent and home, the constant encounter (friction) with Jewish society, which has different

codes of conduct, etc., are overlapping but tangential combinations, affected but also responsive, and most of all, confusing. They are combinations that sometimes seem impossible, and yet are fascinating in themselves. Sarah Abu Krinat: "The Association aims to provide an answer for all those who are moved by art, but do not have the opportunity to encounter it in public." The Association places a strong emphasis on maintaining respect for traditional Bedouin life, but at the same time, it asks questions, investigates and examines the boundaries of that very tradition, while constantly striving to expand its boundaries. The Association, too, undergoes similar processes in all different aspects of life in a Bedouin community which, in itself, is undergoing a profound process of change. Whether this process involves the gross intrusion of technology in each tent and home, or the constant friction of Jewish society that has different codes of conduct, the encounter between the traditional (Bedouin) world and the secular (Jewish) world creates fascinating tension, as well as confusion on both sides, and in connection with value related issues: respect, modesty, etc.

First and foremost, "The Tent" aims to provide an answer for those in the Bedouin community who seeks exposure to art and wish to find art patrons, but do not have the opportunity and means to do so. The works of the group members show sensitivity for details and nuances woven into the Bedouin social fabric, artistic endeavor that assumes young but strong foundations intended to build cultural bridges in Israeli society.

Kaye Academic College of Education in Be'er-Sheva has opened its doors to the group members (of whom some are Kaye College graduates) and has facilitated his project based on mutual respect and appreciation. Exhibiting Artists: Sarah Abu Krinat, Iyov Abu Madi'a.



Aiob Abu Madeam - A tent in the Negev

The Kaye College Growth Resources Induction Unit

The bridge between the years of teacher education and the years of in-service teaching

Dr. Haya Kaplan, Head of the Unit



The Kaye College "Growth Resources Induction Unit" was established in 2012 and follows our graduates in their early teaching experiences. The unit has become the bridge between the years of teacher education and the years in which the teachers are working as fully-fledged teachers in schools (in-service teachers).

According to many studies, new teachers face pedagogical, social and emotional difficulties, and experience a gap between knowledge, vision and tools acquired during their studies and reality they face in schools.

Consequently, a phenomenon exists of burnout and a dropout rate of up to 50% in the first five years, mainly in high-quality teachers (Research and Information Center of the Israeli Knesset, Hasisi, 2013). Kaye College has taken on the challenge of accompanying teachers as they begin their teaching by setting up the unit for their assistance - working in cooperation with the Induction Division of the Israeli Ministry of Education.

The unit is engaged in the support and accompaniment of kindergarten teachers and school teachers in their first and second years of teaching, and of teacher mentors in special courses. Every year we accompany about six hundred new teachers, train about one hundred teacher mentors, and establish working ties with about five hundred in-service teachers in schools, who help mentoring new teachers.

The name of the unit, "Growth Resources," is based on the unit's conceptual approach. The unit applies both the approach and methods of Self-Determination Theory-SDT (Deci & Ryan, 2000). We believe that teachers' professional development begins in the pre-service years and continues throughout professional life. By using workshop processes that occur in small groups, we promote teachers' self-determination, and awareness regarding their abilities and strengths. We take the approach of positive psychology, and highlight aspects that promote development, as opposed to focusing on difficulties and weaknesses.

Our work was encouraged by Professor Edward Deci, one of the developers and world leaders of the theory. According to SDT there are three basic and universal psychological needs underlying motivation, which we support through our work with teachers: relatedness, autonomy and competence. Support for relatedness is achieved by building trust, promoting acknowledgment and multi-cultural encounter between different groups, such as Bedouins and Jews. Support for competence is given by providing tools for solving problems and coping with difficulties, such as time management, classroom management, discipline problems, etc. Support for autonomy is achieved by means such as dialogue concerning questions of identity, authentic case studies from the field, exploratory processes about the self (i.e., one's values as a teacher, one's educational vision) etc. We believe, based on many studies that a teacher who feels great satisfaction of his psychological

needs will develop autonomous motivation in his teaching, and will continue his professional identity formation processes as a teacher.

We follow our work with processes of evaluation and research, allowing us continuous improvement and the testing of interesting questions within the scope of the unit. For example, the study found that new teachers' perception of their moderators as supporting their psychological needs, leads to their satisfaction with workshops, to autonomous motivation to participate in the workshop, and to a sense of self-fulfillment in teaching (Kaplan and Rafaeli, 2014).

One of the values of Kaye College is the value of community involvement. In this context, we work with the Bedouin school in the town of Rahat. Four groups of teachers work in the school: a senior staff that includes administrators and teachers, two groups of teachers in their first two year of teaching, and a group of teacher mentors. More than half of the staff of the school participates in workshops conducted under the guidance of faculty members from Kaye College. This enables us to affect the school culture and climate. One of our main goals is to build a model, based on successful enrollment processes of new teachers, which will be used throughout the Bedouin educational system.

Recently, the Growth Resources Induction Unit was recognized as an experiential unit by The Division for Experiments and Innovations in the Israeli Ministry of Education.

Recognition of our work is a stepping stone to continue the development of the unit and enlarges the unit's effects on schools and on the educational system.



Workshop "Supporting new teachers"

My Retirement

Vella Feingold, Head of the Pre-Academic Program



After having worked for twenty two years in the Pre-Academic Program, out of which twelve years as an academic counselor and the last ten years as Head, I retire.

I have regarded my work as a mission. With great satisfaction, I have given counseling to hundreds of students who had trouble succeeding in their studies in high school. I have helped them decide to build a better future for themselves, and I have watched them graduate.

Throughout all these years, I felt that it was a privilege to help these young people progress, and to give them more opportunities, by guiding them and helping them in every way possible, also beyond my professional responsibilities. I have always adopted an open-door policy and have always lent an attentive ear, because I believe this is the way to improve attitudes and motivation of young people. I have had the privilege of working with a staff of excellent

teachers, caring and committed people, who do meaningful and important work by helping these students, make progress and contribute well beyond expectations.

Many young people in Be'er-Sheva were able to succeed with the help of the Pre-Academic Program and when I met them years later, I was proud to see the kind of mature and successful people they had become. Kaye College, celebrating its 60th birthday this year, has been home to the Pre-Academic Program. Not all Pre-Academic Program graduates continue their studies at the College, but they do all absorb its educational atmosphere. Kaye College is a model of co-existence, an example of the social change that is taking place in Israel, and an institution that values its students, for their individualities and unique virtues. I hope that the college will continue to grow and evolve and that it will remain a leading academic institution.

I am retiring with a feeling of great satisfaction, hoping that the Pre-Academic Program will continue to be an agent of social change in Israel.

Retirement

**Ms. Aliza Dahan
Ms. Etti Bar
Ms. Natalie Gevint
Ms. Efrat Cohen
Ms. Hanna Karpas
Dr. Maimon Cohen
Dr. Gila Katsir**

**Dr. Hadassah Eilenberg
Dr. Gila Kaufman
Ms. Vella Feingold
Ms. Ilana Lugassi
Ms. Tzila Kalev
Ms. Ruth Ophir
Dr. Rut Mansur**

**Ms. Ella Ram
Ms. Nira Marcus
Dr. Rina Shtelman
Prof. Zipi Shehory-Rubin
Dr. Shlomit Shreibom
Ms. Shifra Slonim**

May you find much happiness and fulfilment in the years ahead

In Appreciation of our Supporters

Our sincere thanks and appreciation for support and generosity are extended to:

- Mr. Geoffrey Kaye and Ms. Kiki Kaye
- Pears Foundation
- The Jewish Agency for Israel
- Sobell Foundation
- South African Zionist Federation (Israel)
- Rashi Foundation
- The Israel National Commission for UNESCO
- The Public Affairs Office U.S. Embassy
- UJIA
- Hecht and Seltzer Mutual Fund
- The Ted Arison Family Foundation
- Bernard van Leer Foundation
- World ORT
- Mr. Malcolm and Ms. Paula Bowman
- The Gary and Jerri-Ann Jacobs Foundation
- Dr. Adnan and Ms. Hula Sa'adi
- Gazit-Globe
- Mifal HaPais
- Be'er-Sheva Foundation
- The late Fredi Rose
- Ms. Leni Ehrenberg
- Dr. Leslie and Ms. Muzi Wolff
- Att. Dov Hampel
- Prof. Shlomo and Ms. Shulamith Walfisch for the late Ms. Stella Zack



Produced by the International Relations Office
Kaye Academic College of Education

Editor: Dr. Riva Levenchuk
Co-editor: Jennifer Ben Baruch

Editorial Board

Consultant: Prof. Lea Kozminsky

Translations: Dr. Moshe Gresser
Photos: Yoram Peres
Nurit Avdu
Jennifer Ben Baruch

Design & Print: Kavim-Group.co.il

On the cover: The newly expanded Pears Art Center
Photo: Yoram Peres



Kaye Academic College of Education
Be'er-Sheva, Israel

6 Azriel Nitzani St.
P.O. Box 4301 Be'er-Sheva 8414201
Tel: 972-8-6402864, Fax: 972-8-6402868
E-mail: riva@kaye.ac.il