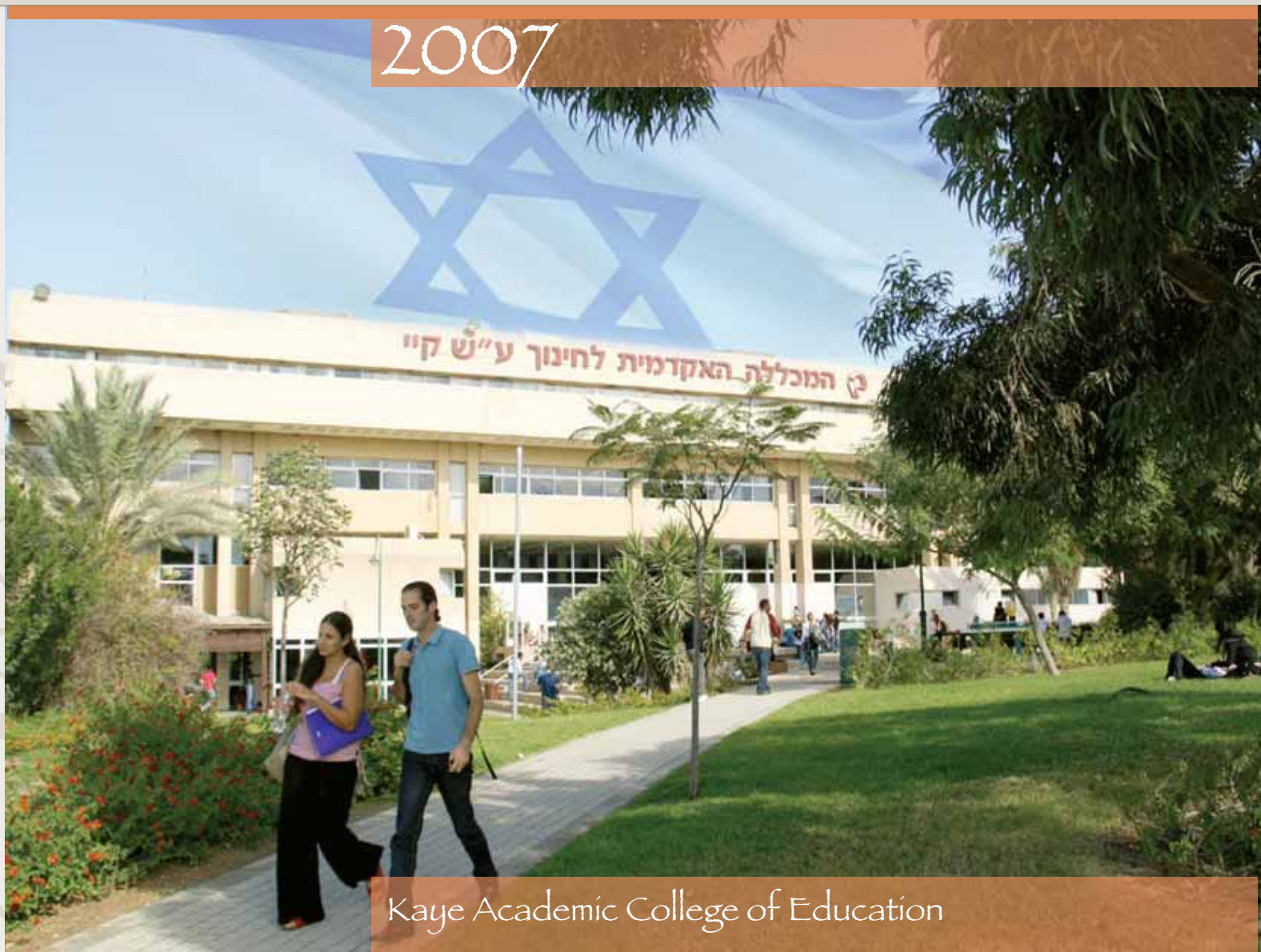




Kaye Academic College of Education

# Academic Innovation in Education

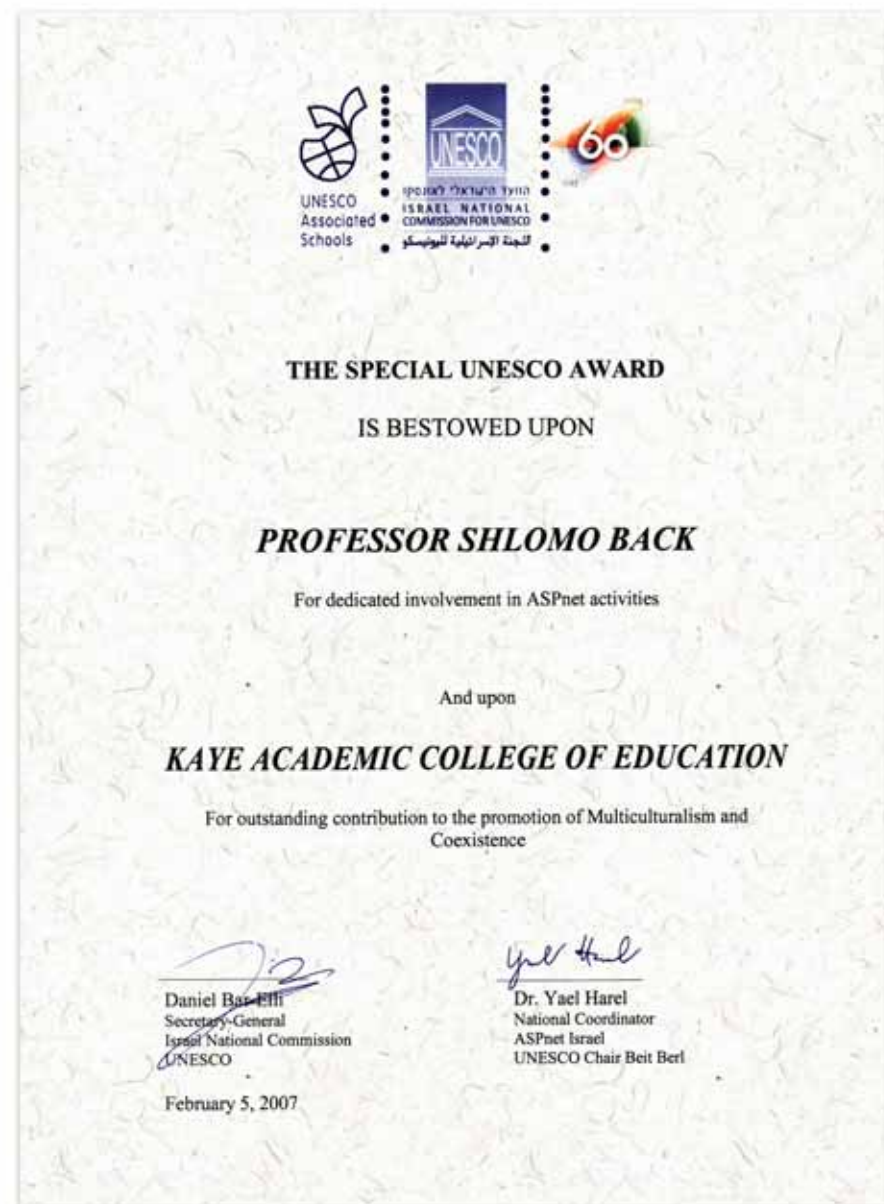
2007



Kaye Academic College of Education



# UNESCO *Award*



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## From the President

I am happy and proud to introduce the magazine that summarizes the activity that has taken place recently in the College. Three important academic developments characterize the past academic year, 2006-2007. The first is the inauguration of the first program of study for an M.Ed degree in educational counseling. The second, the Fifth International Conference on Teacher Education "Teacher Education at a Crossroads" which was held at the College and at the Mofet Institute in Tel Aviv. Finally restructuring of the College's program for teacher education.



- The program of the M.Ed degree in educational counseling is unique in Israel in its emphases on multiculturalism and special education, for it emphasizes the development of the professional identity of the counselor. Twenty students study in the program, which began in the second semester of last year.

- Over 800 participants from Israel and abroad attended the Fifth International Conference on Teacher Education. Researchers of the first rank in the field of teacher education from Israel and abroad were prominent in their attendance. The attendees praised the high academic level and professional organization of the conference. The day preceding the conference was devoted to the Pre-Conference, during which the College offered two workshops: one that dealt

with academic quality in teacher education colleges and the second on innovative programs in teacher education. The pre-conference sessions hosted five well known educators: Prof. Marilyn Cochran-Smith, Prof. Ann Lieberman, Prof. Fred A.J. Korthagen, Prof. Kari Smith and Prof. Malka Gorodetsky, who were guests of the international conference. The opening evening of the conference marked 50 years since the founding of Kaye Academic College of Education, and Mrs. Rivka Ben-Ya'akov, Chair of the Board of Trustees received a token of esteem from the College.

- Over the course of the last two years, the College has prepared for the expected changes regarding the learning model for the B.A. degree in education, as a consequence of the publication of the new guidelines from the Council of Higher Education. Three central "themes" will be emphasized in the new programs for teacher education: academic literacy, multiculturalism and educational leadership. In the coming academic year 2007-2008, an interactive, inter-disciplinary program will be implemented in the framework of the first year program, in which these new aspects in educating the students will find expression.

Two additional achievements:

- The contribution of the College to the strengthening of co-existence and the encouraging of multiculturalism has earned the special appreciation of UNESCO.

•During the course of the year, we received the welcome news that the Pears Foundation of London, England will contribute to the construction of a new wing for the library, and we hope that in the near future, it will be possible to begin work, thanks to the Foundation and the Pears family.

Sincerely,

*Shlomo Back*

Prof. Shlomo Back  
College President

## Special thanks to

Mr. Geoffrey Kaye

for his ongoing generous support of our students and our College

Ms. Gaie Scouller

of the Sobell Foundation for providing student scholarships

## Our warmest best wishes upon her retirement to

Dr. Sara Ziv

Head of the Department of Teacher Education for the Ministry of Education, whose exemplary leadership and dedication in the field of education has been a model worthy of emulation. May you find happiness and fulfillment in the years ahead.

## We congratulate

Dr. Noach Grinfeld

on assuming his new position, Head of the Department of Teacher Education for the Ministry of Education, and look forward to fruitful co-operation with him in the future.



## Teacher Education at a Crossroads

*Dr. Esther Gussarsky*, Coordinator of the Scientific Committee



"Teacher Education at a Crossroads", the Fifth International Conference on Teacher Education took place on June 25th-28th, 2007 at Kaye Academic College of Education in Beer-Sheva and at the Mofet Institute in Tel Aviv.

The topics dealt with at the conference were:

- Ideologies and Policy in Education and their Implications for Teacher Education
- Pedagogical Knowledge, Disciplinary Knowledge and Practical Knowledge in Teacher Education
- Teacher Education in a Social and Cultural Context
- Milestones in the Professional Development of Teachers
- Curricula and Models in Teacher Education
- Teacher Education as an Emerging Profession
- Evaluation and Teacher Education

Preceding the main conference, a Pre-Conference was held at the college on June 24, 2007, which offered general lectures and workshops. Over one hundred participants deliberated on two topics:

The first topic "Unique Paths in Teacher Education" was organized by Dr. Judith Barak and was attended by representatives of various colleges which have initiated new programs in teacher education. The participating colleges were Orot Israel Academic College, Zinman College of Physical Education and Sport at the Wingate Institute, the David Yellin Academic College of Education, Jerusalem Academic College of Education, Levinsky Academic College of Education, Kibbutzim Academic College of Education, and of course Shahaf, A.C.E. –Active Collaborative Education staff from our own Kaye Academic College of Education.

The conference sessions, which were conducted in English, hosted five well known educators, who were guests of the international conference. These were: Prof. Marilyn Cochran Smith of Boston College of Education in Massachusetts, U.S., Prof. Ann Lieberman of The Carnegie Foundation for the Advancement of Teaching in California, U.S., Prof. Fred A.J. Korthagen from Utrecht University and Vrije University in The Netherlands, Prof. Kari Smith – of Bergen University in Norway and Oranim Academic College of Education in Israel and Prof. Malka Gorodetsky of Ben- Gurion University in Beer-Sheva, Israel.

The second topic organized by Ms. Miri Munk of Kaye College, dealt with "Assurance of Quality in Teacher Education Colleges". Prof. Josiah Kahane from the Holon Academic Institute of Technology spoke on the implications of a study on evaluation he conducted

at his Institute. In addition Ms. Michal Neumann, Director of the Evaluation Unit of the Council of Higher Education reported on Guidelines of Self Evaluation.

In small groups the participants discussed desirable criteria for evaluating quality at the colleges, a relevant topic which raises many questions. Prof. Kari Smith of Bergen University in Norway and Oranim Academic College of Education in Israel summarized the day's deliberations. The Pre-Conference was well organized and proved to be an excellent rehearsal for the International Conference on the following day.

## The Fifth International Conference on Teacher Education

The conference was attended by over 800 educators from Israel and abroad. We were pleased to host 55 participants from 20 foreign countries. The Israeli delegates to the conference coming from throughout Israel, were associated with the Ministry of Education, Universities and in the main from colleges of teacher education.

Over 600 proposals were received for participation in the conference. Evaluation of the proposals was conducted by committee of 65 volunteer evaluators and the final decision for acceptance was made by a committee consisting of the Coordinator of the Scientific Commission, Conference Chairpersons, and Department Heads. The format of proposal was varied including guest lecturers, symposiums, round table discussions, and poster exhibits. The range of accepted proposals covered all the topics in the conference program.

The International Conference "Teacher Education at a Crossroads" served as a platform for the presentation of educational programs and principally for recent research which continue to influence the curricula and models in teacher education.

The conference was most successful and I wish to sincerely thank all the staff of the college: maintenance, lecturers, and administration for their unstinting help in making it so.



At the opening of the International Conference





## Comments on the Conference

The positive response to the conference can be seen from some of the following comments of those who participated in it:

*Dear Conference Committee,*

Congratulations on an excellent conference. I have been attending educational conferences since 1984 and I must let you know this conference was far superior to any other local, regional, national, and international conference that I have ever attended. You and your staff took care of every detail, even the little things that mean a great deal. From the very beginning, you made me feel welcome. All the conference was well organized when we arrived.

Our session went extremely well. We had over 17 people at our roundtable. I am very impressed with the quality of the papers that were presented; the format of the conference, and your genuine concern for the conference participants. Keep up the good work. I will be submitting a proposal next time.

*Dr. Paula Lester*  
Long Island University, U.S.A

*Dear Conference Committee,*

Thank you for an interesting, content-rich and very well organized teacher education conference. It was my pleasure to be in Israel at Kaye College and the Mofet Institute. I warmly remember all the kind people I met and hope to be in contact in the future. I have already received e-mails from different networks created during the conference that is very operative. Thank you again for the nice experience! With warm wishes and good memories from Israel.

*Margit Tago*  
University of Tartu, Estonia

*Shalom Professor Shlomo Back*

I wanted one more time to renew my gratitude to you and to all the staff of Kaye College and the Mofet Institute for a first class conference and a great human experience, meeting people from all around the world. This conference was a boost for myself and renewed in me the desire to connect with people from other countries. There are things to be learned from people outside our immediate environment. I would like to begin a collaboration between the Division of Education at Queens College in New York City and Kaye College in Beer-Sheva.

I took the first step already with our dean and she is extremely supportive. This is something in which I do not have experience but I know that you have ideas on how to proceed. Please advise us.

Should you come to New York, I would be honored if you could visit Queens College, meet our dean and some faculty members. I would also be glad to host you. Todah,

*Prof. Nathalis Wamba*  
Associate Professor, Queens College, New York City

## M.Ed. Program in School Counseling

*Prof. Lea Kozminsky*, Head of the M.Ed Programs



The Israeli Council of Higher Education approved our first M.Ed. program in March 2007. This program is on school-counseling and it is a prime example of the academic excellence at Kaye Academic College of Education. The school-counseling M.Ed program is part of our graduate school which is headed by Prof. Lea Kozminsky.

The program's directors are Prof. Emda Orr and Dr. Smadar Ben Asher, and the teaching staff includes 16 members, who are highly regarded for their academic achievements. Our school-counseling program is unique because it emphasizes two lines of counseling: one for students with special needs (on the continuum from special education to gifted students) and a second for counseling in multicultural settings (including counseling for new immigrant students and for students in the Bedouin sector).

This program meets the needs of our region, as evident by the 120 students who applied for the 30 slots in our first semester. Choosing the best candidates for the program was a long and difficult process, which included a rigorous inspection of the applicants' grades, teaching experiences and personality traits. The very best applicants were chosen, and our student population includes 6 Bedouin students.

After a semester in the program the students' feedback is encouraging and can be divided into three categories:

1. When comparing their studies toward a first vs. a second academic degree, they find the M.Ed. studies different and very challenging "it is difficult to move from a status of a bachelor student, who is well protected and is required to do less independent study to a status of an autonomous student with much more personal responsibility for learning".
2. Referring specifically to the courses, the students claim that "all the lessons are fascinating" and they ask us openly to "keep up the high standards as we want to be proud to be graduates of such a demanding program".
3. Projecting on personal and professional aspects, the students assert that studying in the program occupies a central part of their current life. Also, their school settings have been highlighted by new viewpoints: "I look at my self, my family and my professional life in new and different perspectives".

The teaching staff of the program monitors closely the coherency of the program. In the future, we plan an ongoing peer evaluation process to examine the program's coherency, and to strengthen the ties between its rationale and the various courses and activities which are offered to our students.



First M.Ed students study at Kaye College





## Prof. Tom Russell Visits the College

*Prof. Lea Kozminsky*, Head of the M.Ed Programs

Tom Russell, a leading researcher on teacher education from Queen's University, Ontario, Canada was hosted by Kaye College to share with us his expertise and to learn about our new initiatives in teacher education.

Three new teacher education programs, developed at Kaye College, were presented: Community of Inquiry: A team from the Early Education Department presented the activities of their Community of Inquiry, in which a teacher educators, pre-school teachers



Prof. Tom Russell and Prof. Shlomo Back discuss some educational issues

and student teachers collaborate to research the "Pretend Play" of young children. They research its contribution to the emergent literacy of the children and to the professional development of the educators and student teachers.

**Collaborative Curriculum Planning:** The Regev program is a three (rather than a four) year teacher education program and is geared towards student teachers with high scholastic

achievements. The goal of this program is to educate student teachers to be initiators in their school community, to practice as change-agents and to take an active role in the planning of their teacher education program.

**Co-Teaching as a Model:** The Shahaf program, preparing student-teachers who have an academic degree, presented their unique co-teaching environment, in which two instructors, cooperating in one course, become a teaching model for their student-teachers. This group intends to use self-study to inquire into the characteristics of their unique teaching approach and its impact on student learning.

Prof. Russell expressed his deep appreciation for the creativity of these initiatives in teacher education. He also articulated his high regard for the atmosphere of cooperation and reciprocal learning presented by the staff members of Kaye College.

## Unesco Prize Awarded to Kaye College

*Orit Vazana*, Head, Public Relations Department



UNESCO celebrated the sixtieth anniversary of its establishment at an International Conference at Beit Berl Academic College of Education. The theme of the conference was: The Influence of Globalization on the Multi-culturalism of the Center and the Periphery. Presenting at the conference on behalf of the college were Prof. Shlomo Back, Dr. Riva Levenchuk and Ms. Rina Shtelman.

On the occasion of the Sixtieth Anniversary of UNESCO, special excellence awards were awarded to Prof. Shlomo Back of Kaye Academic College of Education for his involvement and support of educational projects associated

with UNESCO, Kaye Academic College of Education for outstanding contribution to the promotion of Multiculturalism and Co-existence and to Dr. Riva Levenchuk for her exceptional contribution to the Associated Schools Project of UNESCO in promoting International Cooperation and Multi-Culturalism.

On behalf of the recipients of the UNESCO awards Back said the following: "Israel is a modern state in an ancient land. It is a Jewish democratic state that includes Jews, Muslims, Christians and many other religious groups. All of them have to live together and to find ways to co-exist in order to exist. Education should have been the place to promote this endeavor. Paradoxically the only places where a genuine conversation occurs without being artificial or enforced is in some of the colleges of education, like Kaye College or Beit Berl. Thus our colleges have a special mission of allowing the participants of the educational system to meet each other, to be engaged in dialogue, to converse, to listen. Therefore, the promotion of multiculturalism and co-existence is for us neither a project nor a program. It is a way of life. It is manifested in the entire curriculum. The fact that the "other" is going to share my "profession" is a good starting point. The possibility to encounter the "other" as a human being and that we all strive for a better future makes the effort worth while. The commitment of the faculty and administration makes this feasible despite the many day to day conflicts and tensions."

I would like to thank you for the honor of receiving this distinguished award, but mainly, I would like to thank all those at Kaye College who devote their professional life to promote this mission.



Prof Shlomo Back receives a special UNESCO Award from Mr. Daniel Bar-Eli, the Director General of UNESCO, in the presence of Ms. Eva Bartonova, Deputy Minister of Education in the Czech Republic





## Prof. Shlomo Back, College President

During the month of February 2007 I was invited as a guest of the Maria Gregorzewska Academy of Special Education in Warsaw. The purpose of my visit was twofold. First to become acquainted with the Academy and second to lecture on the legacy of Janush Korchak under the auspices of Prof. Adam Fraczek, the Janush Korchak Chair at the Academy.

The Academy, an academic institution similar to our college offers study programs for the B.Ed and higher degrees and is a leading institution in Poland in the field of Special Education. In addition to programs in teacher education, recently a faculty for social sciences was established there. Thousands of students study at the Academy in addition to hundreds of faculty.

I had the opportunity of discussing in depth with the head of the Academy, Prof. Adam Fraczek and senior members of the faculty plans for future cooperation on scientific research between the Academy and Kaye College. This proposed cooperation will relate to lecturers, administrative staff as well as students. An immediate result was the college's hosting of Prof. Edyta Gruszczyk-Kolczynska, head of the Early Education department and Ms. Paulina Bartoszewicz, a doctoral student in Early Childhood Education at the Fifth International Conference on Teacher Education.

During my visit at the Academy I attended various Academy activities including the presentation of projects by students in the Early Childhood Department. I also spoke about our college to various student groups, including the research seminar of Prof. Fraczek.

Prof. Adam Fraczek is head of the Chair for the Legacy of Janush Korchak sponsored by UNESCO. As a guest of the Chair I was privileged to visit the orphanage which Korchak administered in Warsaw, and at a high school that follows his pedagogy. In addition I delivered a lecture on the topic "Identity in Teacher Education; Reflections on Korchak's Theme" before the senior staff of the Academy, lecturers and students. This lecture which dealt with Kaye College activities carried out in the spirit of Korchak's ideas was warmly received and aroused much discussion concerning topics raised in the lecture.

In the Warsaw orphan home archival activity was taking place including preparation to republish the children's newspaper which Korchak edited in the 1920-1930's. I found the visit to the high school most interesting. The private high school is part of a network of four schools, one of which focuses on the legacy of the Jews of Poland. It is organized in a democratic manner, including a parliament and government in accordance with Korchak's writings. Therefore, when I went in to speak to the school's principal I found a room full of students who were actively discussing a problem concerning the program

of study. The high school is an elite one in which students are tested by international matriculation exams. The central theme for this year, chosen by the students themselves, is areas of international crisis in Africa and Asia. In addition to my stay at the Academy, I visited various sites of Jewish interest as well as the concentration camps of Auschwitz-Birkenau.

I was most warmly received at the Academy, and throughout my stay I was accompanied by an English speaking student who enabled me to understand more in depth the life at the Academy. The continuation of a tie with the Academy promises to be one of interest and importance, and at present we are preparing a detailed plan for future cooperation with that institution. I wish to personally thank the Academy for a memorable visit and UNESCO Israel for enabling me to make this journey.



Prof. Shlomo Back delivers a lecture on Korchak's heritage at the Warsaw Academy





## College Hosts Prof. Edyta Gruszczyk-Kolczynska

*Dr. Riva Levenchuk*, Head of Foreign Affairs Department



Following the visit of Prof Shlomo Back to Poland, two representatives of the Academy of Special Education in Warsaw, Prof. Edyta Gruszczyk-Kolczynska, head of the Early Childhood Department and Paulina Bartoshewitz, doctoral student of that institution arrived at our college in order to initiate a program of cooperation and exchange.

The visitors of the Academy met heads of different departments at the college where they discussed relevant issues of teacher education and plans for future cooperation: such as research and faculty/student exchange programs.

The guests were especially impressed by their visit to the Antroposophic School in Beer-Sheva, where they observed activities based on the philosophy of Waldorf. They were most interested in the project "Parents and Children Together" in the Egoz kindergarten which is part of the PACT program, sponsored by JOINT. This project emphasizes the importance of parents' involvement in their children's education.

Dr. Mark Apelbaum, Head of the Math Department at the College, accompanied the visitors to the kibbutz school Nevei Midbar. Prof. Edyta Gruszczyk-Kolczynska and Paulina Bartoshewitz were taken with the kibbutz values of mutual respect, respect for teachers and the environment embodied in the pupils' studies. Prof. Edyta praised the school, calling it an "educational paradise". Dr. Mark Apelbaum and Prof. Edyta Gruszczyk-Kolczynska, also discussed the topic of early identification of mathematically gifted children in the kindergartens and the elementary schools.



Prof. Edyta Gruszczyk-Kolczynska observes children in the "Egoz" kindergarten

The high point of their week long visit was their participation in the Fifth International Conference on Teacher Education "Teacher Education at a Crossroads". Having attended the presentation of Ms. Miriam Shildkraut, Director of the Co-Existence Project, on Stereo-types, the guests from Warsaw Academy were eager to promote cooperation with Kaye College in the fields of multiculturalism and co-existence. Both Ms. Eva Garon and Ms. Miriam Shildkraut, college lecturers, were able to converse with the guests in Polish making them feel very much at home.

The College is pleased to have already received an invitation from Prof. Adam Fraczek, Rector of the Academy of Special Education in Warsaw for an exchange program which would expose Kaye College students to the pedagogy of Janush Korchak.

## Students Volunteer for Community Work

*Rina Shtelman*, Dean of Student Affairs



We, at Kaye Academic College of Education, believe that education means not only academic knowledge, but also becoming actively involved in the community our students serve. Volunteering for community work strengthens the students' ties with society and gives them a sense of deep accomplishment.

Our students participate in several projects tutoring and mentoring young children in schools, in the afternoon at their homes, youngsters in high schools, hospitals and hostels. Students are also involved in Old Age Homes, assisting and helping elderly people in their daily routine, talking with them or just being there for company. We have received touching thank you letters telling us about the outstanding caring and good will expressed by our students.

One of these projects which we are especially proud of was initiated by students, it is supervised by students and students are the volunteering participants. This unique project is called "Kehila", meaning Community and its purpose is community involvement. Students volunteer for extra curriculum work in several areas: community centers, hospitals, and centers for handicapped and for children with special needs, youth movements, and clubs for elderly people, libraries, new immigrants' centers, etc. For this extra curriculum work the students receive two academic points, but as they say the real "payment" is the love and friendship they receive from those they help.

Another project that our students at Kaye College participate in is "Perach" which is particularly active in the periphery as the children of these regions are in greater need of voluntary services. The children who benefit from "Perach" are from underprivileged backgrounds countrywide, primarily from elementary and junior high schools, with a growing percentage of high school pupils and university students with special needs, new immigrant pupils, predominantly from Ethiopia and the Caucasus of the former Soviet Union and children from the Arab, Bedouin and Druze sectors.

Additional volunteer projects initiated by our students are "Elem" meaning help by students for students, in other words students are assisting their fellow students in their studies. A center for students with special needs at Kaye College, called "Itaca" is also activated by student mentors. "Heisegim" which means achievement, a project consisting of students giving support and aid for young people in order to facilitate their way into higher education. This project is especially active in the periphery with underprivileged youngsters, in the Bedouin settlements and at the immigrant absorption centers.

Our students participate in several other volunteer organizations, but whatever project they are involved in, the outcome is an understanding that helping others enriches our lives, that by giving we empower not only the needy whatever their ages, we give them and ourselves hope for a better future.





## The Co-Existence Project

*Miriam Schildkraut*, Project Director



The Co-Existence Project was established in 1994, when the president of the college, Prof. Shlomo Back, replied positively to my initiative to create a new and unique framework: a workshop in which Arab and Jewish students who study together at the college would meet in meaningful encounters, different from the usual experiences they have in other courses.

My co-partner for the development of the idea and establishment of the new framework was Dr. Mahmud Hliheli, then the head of the Bedouin Department and today a senior lecturer at the Medical School at Ben-Gurion University, and Dr. Edna Benshalom, who was a member in the initial steering committee. In order to stress the concept of Co-Existence, the project was directed by Dr. Hliheli and myself for several years.

Today, the project comprises seven groups, each run by its own facilitator. The project's goal is to enable the existence of a genuine dialogue among the members of the staff, while sharing common interests on the sensitive subject of a multi-cultural encounter, where each one of the facilitators will be able to leave his personal imprint on his group.

Co-Existence as a way of approaching people

Our starting point is educational and humanistic, it springs from the way we view the concept of "co-existence". We do not act in a political sphere, and we do not have a mandate to settle disagreements and sign contracts. In the educational, multi-cultural sphere, we see co-existence as the correct way of approaching people, a technique we try to implement in our classes.

According to this view, every person should approach the other as a singular human being, with a private name and a unique face. Our goal is to minimize the stereotypical attitude of any in-group to any out-group member, and to develop a complex, rather than one-dimensional perception of "the other".

In our groups we attempt to strengthen personal relations to such an extent that the personal approach will gradually replace the previous, stereotypical one. To achieve this, we attempt to create an intimate atmosphere in the group which will enable the students to talk openly having confidence in one another.

At first groups work extensively on the subject of "identity", as it evolves from personal identity, through social identity until it reaches national identity. When the group members have become fairly familiar with each other, group members are more ready to put up with possible expressions of aggression and pain and respond with empathy. A one day study tour aims at getting a close look at ways of life in both Jewish and Arab

communities. The final project of the year acknowledges the great impact these mutual visits have on the students. Many of the students admit to having totally changed their views of the other side thanks to the deeper acquaintance they have gained in the course.

Many believe that the experience of getting to know each other in such co-existence groups should be compulsory for every future teacher. They feel that it not only enables one to better understand the other nation, but helps one to approach any person with fewer stereotypes and a better ability to perceive the uniqueness of any human being.

## Wheels of Change

*Marna Snyder*, ETAI Office Director

Wheels of Change, the theme of this year's ETAI (English Teachers' Association in Israel) Winter Conference intrigued hundreds of teachers and students, who came from all over the country to Kaye College to listen, learn, and give presentations.

A conference highlight was the ETAI Lifetime Achievement Award granted to Dr. Riva Levenchuk for her "outstanding contribution to the English teaching profession and her longstanding dedicated involvement in ETAI on behalf of the teachers of the Negev."

Riva served as head of the English department of Kaye College for ten years. She has been on the ETAI executive Committee for many years, was a founding member of ETAI in the South, and has served as co-chair of the annual conference in the South since its inception. Kaye College is proud of her for having received this well deserved recognition from the ETAI organization.



Dr. Riva Levenchuk receives the Lifetime Achievement Award from Dr. Susan Holzman, National ETAI Chairperson





## Greek Ambassador Opens Art Exhibit

*Dr. Rachel Kroupp*, Curator and Art Education Lecturer



Mr. Nicolas Zafiropoulos, Greek Ambassador to Israel officially opened a new exhibit "The Language of Drawing" in which works of Greek and Israeli children were displayed at the college. Present at the opening were Prof. Shlomo Back, college president, supervisors, teachers, and the children who took part in the project. The drawings were also exhibited at the international conference of InSea in Germany by curators Dr. Rachel Kroupp of Kaye College and Dr. Georgia Kakouraou Chronif of the National Museum of Sparta, Greece.

Using the language of drawing children of Alumot Elementary School in Beer-Sheva, Israel became acquainted with the children of the Polychronakis School of Sparta Greece. Using a series of drawings the children learned about the environment of their paintbrush pals, their landscapes and culture. This project is based upon the idea that by means of drawing we are both able to express ourselves and to understand the message of others.

On the basis of the children's responses one can see that the project opened up a new and special perspective for them. They were excited to get to know about the family, environment and culture of their new companions. Many went on to learn more about Greece by reading Greek myths and reference books. One child even wanted to learn the Greek language.

We wish to thank the pupils and their teachers, Irena Levitan and Galit Ben-Naim of Alumot School for their active participation in this program and we hope that the current multicultural project will join other programs and research to demonstrate the potential of drawing in areas of personal, interpersonal and multicultural communication.



Mr. Nicolas Zafiropoulos, Greek Ambassador opens the exhibit (from left to right: Dr. Riva Levenchuk, Prof. Shlomo Back, Mr. Nicolas Zafiropoulos, Ms. Iris Biton and Dr. Rachel Kroupp)

## "Semel" Resource Center Serving our Students

*Tzilla Kalev*, "Semel" Director



The buzz of questions, suggestions and laughter fill the "Semel" Resource Center for Educational Materials, as college students work with professional guidance preparing educational materials for teaching in the classroom. At "Semel" the students are surrounded by a wide range of visual materials which serve as a rich source of inspiration and creation. Often students come to the center for guidance in fulfilling a specific assignment from a college course.

At present the center has a staff of three counselors, two of whom come from the field of art and design and the third from the area of Childhood Education. All of them have a wealth of many years' experience in working with pupils and students.

The staff guides the students in their work and advises them in the choice of appropriate materials for designing educational aids using the most efficient working techniques. At the same time the staff encourages creative thinking that reflects the students' original ideas and requests.

The reputation of "Semel" established in 1994 is widespread and numerous teachers in the field come to the Resource Center for advise and guidance. College graduates continue to come to "Semel" after having completed their studies. The "Semel" staff is constantly involved in seeking out and developing new educational aids and activities to enrich the learning environment in the classroom.

The "Semel" shop, adjacent to the Resource Center, carries a wide variety of inexpensive arts and crafts materials, supplying the students with on site materials necessary for their work.

In a computerized world it is vital for our students to remember the individuality of each pupil and to gear their educational material to his/her needs. The "Semel" Resource Center makes it possible for our future teachers to fulfill this need.



Students prepare educational materials for their pupils in the classroom





## Multi-Cultural Education Taught at Beit Yatziv National Teachers' Center for the Study of Judaism

*Dr. Oded Avissar*, Director of Beit Yatziv



A unique program in multi-culturalism is being held for the second year at the National Center for In-service Training for Educational Professionals at Beit Yatziv in Beer-Sheva, thanks to a special contribution received from the UJA.

We have begun to prepare a staff of leading teachers in the fields of civics, with an emphasis on multi-cultural education. The teachers work in classrooms with pupils from different backgrounds, ethnic groups and religions. For these teachers, the subject of multi-cultural education is vital for their work, and up to now they have not had any organized institutional framework to enable them to study the subject and its problems in a fundamental and deep way. An additional course has been designed – thanks to the UJA contribution – for groups of teachers in special education, who work with special needs pupils.

Other groups that have benefited from the UJA contribution by taking in-service training courses in our Center, were groups of civics teachers and staff from the Shenhar and Kremnitzer reports, who wanted to deal with the subject of a Jewish-democratic state and multicultural education.



Teachers experience multi-cultural education

One of the surprises we encountered was the fact that in some schools with Ethiopian students, the teachers had no concept of their culture or customs, to say nothing of the cultural codes and their particular behavioral norms. In the framework of our workshops, it became clear to the teachers that in the cultural codes of the Ethiopian community it is forbidden for a child to look directly into the eyes of an adult, and certainly he must not answer back, because of the special respect due to adults. We have

no doubt that as a result of the workshops of this kind, teachers come to know the different cultures of the pupils in their classrooms and to engage them in a dialogue of a different kind.

The UJA contribution has also made it possible for us to develop a set of different in-service courses focused on subjects related to multicultural education and shared citizenship in a Jewish-democratic state, and to influence decision-makers in the Ministry of Education to support programs of this kind more actively. This influence is expressed in an increase in the number of groups devoted to these subjects and in the allocation of additional resources to these area-studies, even above what we had originally planned.

We can only hope that this important support from the UJA for our educational projects in the Center at Beit Yatziv will continue in the coming years and that we will succeed in bringing about a small but significant change in the concepts of teachers and educators in everything related to multicultural education from the perspective of civics, Judaism and humanism in the educational system.

## INSEA Conference in Heidelberg

*Rina Shtelman*, Dean of Student Affairs

This year's InSEA, the International Society for Education through Art, conference was dedicated to issues concerning art education research and development. It focused on art education possibilities, presenting new methods of teaching and learning in the framework of art education.

At InSEA I presented the topic "A Buberian Approach to Character and Art Education". This approach maintains that everyone is endowed with the basic powers of the arts. These powers can be developed and education of the whole person is built upon them.

An important outcome of this conference was the request of Prof. Angelika Flank of the European Regional Council of InSEA that I take upon myself the development and coordination of an InSEA council in Israel. I gladly accepted and hope the establishment of a local InSEA will promote the important issues of art, education and culture in Israel.





## Letters from the field: Givim, an Experimental Community School

*Liora Fuss Gluska*, Principal, Givim School



Givim is an experimental school which conducts a program entitled "Education for Excellence as a Key to Success". The school is located in a low socio-economic area of Beer-Sheva. Seventy percent of its pupils are new immigrants mainly coming from Russia, Kavkaz, and Ethiopia. Many of the pupils come from single parent homes, or have unemployed parents. Despite these factors the academic achievement and community involvement of the pupils are above average.

The partner relationship between Givim School and Kaye College began in the 1990's. From that time the partnership has advanced the pedagogical expertise and the professional development of the school's staff. The college has been an active partner together with our teachers in the development of unique study programs and initiatives such as : focus on teaching as a dialogue, and development of special sports and health programs. During the past three years the college has advised and supported the school in its development of its experimental program which was exceptionally well received in Israel as well as abroad and was presented by Dr. Rama Klavir at an education conference.

Givim School has opened its doors to college researchers in the areas of the teaching of language, reading and mathematics. The results of these research projects have influenced educational methods in our own school as well as in other schools.



Givim school pupils enjoy learning under the guidance of Kaye College student

When our school looked for academic guidance in developing a program, sponsored by the JOINT for our Ethiopian pupils, it was natural for us to turn to Kaye College. Indeed, a professional evaluation by the JOINT has shown that over the past five years the achievement of our Ethiopian pupils exceeded those in other schools working with different programs of study.

The synergetic and co-operative work of Kaye Academic College of Education and Givim School has greatly contributed to the high achievements in our school. In addition we have benefited from the energetic young students, who as college graduates have returned to become leading members of our pedagogical staff.

## Letters from the field: Alatawnah Elementary School, Hura

*Farouk Alatawnah*, Principal



**Integrating Laptop Computers into the school**  
During the last two years, a co-operative project has been developed between the Alatawnah Elementary School in Hura and the Center for Education Technology Initiatives, at Kaye Academic College of Education in Beer-Sheva, headed by Dr.Rafi Davidson. The project is called "Nayeda" in Hebrew, or Know-mobile.

Dr. Davidson initiated a project in our Bedouin school for improving the quality of teaching the Arabic language through the use of laptop computers. The project began in the first and the second grades.

Teachers, students and pupils took an active part in teaching and learning in a technology-rich environment. We received support from the CETI staff.

As the school principal, I am very proud of this project, because, at the beginning, the majority of our teachers were afraid of technology. As the weeks and months passed, they became comfortable with the technology and are very happy to see their pupils work with computers, which have become an integral part of teaching at school. Teachers created and integrated learning materials using "Word" and "Power Point."

**English in the Third Grade**  
Another educational initiative took place in the four third grade classes in our school when Ms. Rananah Gold, a retired Kaye College teacher, working with student teachers introduced our pupils to spoken English using songs, puppets and computer programs. The response of the children was most enthusiastic as they eagerly awaited their weekly English lesson with the student teachers. An open lesson attended by the pupils' mothers gave much positive feedback on this project.



Hura pupils work on laptop computers





## Alatawnah School Celebrates its First English Day

*Rananah Gold*, Volunteer, School Advisor



The voices of over 130 third graders singing in English filled the air at the opening of the English Day at the Alatawnah Elementary School in the village of Hura. The pupils of four third grade classes have been involved in a year long project, sponsored by Kaye Academic College of Education to enrich the teaching and learning of English in the Bedouin schools.

During the school year two English majors, Assma Alatawnah and Jihan Al Tourie, residents of Hura under the volunteer guidance of Rananah Gold, a retired English teacher of Kaye College have visited the English classes weekly teaching English through songs, games and computer based programs. "We were welcomed with open arms from the very first day of teaching," states Ms. Gold, "this motivated the student teachers and myself to give the best we had to offer to the pupils."

Mr. Farook Alatawnah, school principal, greeted the pupils on the English Day, saying: "We are proud of all our English pupils and know they will use the opportunities offered to them by our school to the fullest. Alatawnah School is always open to new ideas and projects."

Following the musical program sixth grade pupils under the guidance of Nahil Alatawnah, English Co-ordinator, presented a colorful, costumed presentation of Aesop's Fable "The Lion and the Mouse". The positive reception of the audience indicated that they understood and enjoyed the performance. A variety of English based activities followed the opening celebration. The sixth grade classes viewed an interactive power point presentation of Aesop's fables, especially prepared for the occasion by Ruth Ophir, CETI staff member and Shifra Slonim, Kaye College lecturer.

At the day's end both pupils and teachers of Alatawnah School enthusiastically agreed that the experience of preparing for and participating in English Day was educational and enjoyable for all. It is hoped that this will become an annual tradition in the Alatawnah School as well as in other Bedouin Elementary schools.



Third grade pupils sing at the English Day

## Kaye College Players Perform at Negev Schools

*Carla Nochomovitz*, Teacher Educator



This past January English Department student teachers donned costumes and became actors in two plays: "Little Red Riding Hood" and "Old Patches for New Patches" which they performed in the area schools.

The plays, which the student teachers adapted to suit the needs of their audiences, were performed in Alatawna, Lakia, Hura Elementary Schools and Lakia J.H.S., in Makif Gimmel High School, Rimmon and Givim Elementary Schools in Beer-Sheva. Over 500 pupils responded enthusiastically to the Kaye Players performances.

This project was part of Kaye's ongoing program of contribution to the community in which student teachers do practice teaching. Our special interest in drama began with Mitzi Geffen's inspiring talk on the "Importance of Drama in the EFL Classroom", which convinced both lecturers and students of the value of classroom drama.

College students with the help of Rananah Gold, Carla Nochomovitz and Adel Raimor decided to conduct their final action research project on the educational impact of drama in the EFL classroom. Research questionnaires verified that our students had learned much from this drama experience. Master teachers felt that drama was an excellent tool for teaching English. Most pupils felt you could learn English from watching and acting in a play. Almost all were eager to become actors themselves.

The contagious effect of the Kaye Players performances was felt immediately when several of the schools, which had seen the performances, put on their own plays as part of English Day activities for their own pupils.

So, Habimah watch out-here come the Kaye College Players!



Kaye College English majors perform at Negev Schools





## International Peace Conference in Florence

*Dr. Shoshana Shteinberg*, Senior lecturer



On a special flight to the conference, organized by the Peres Center for Peace I was made aware of the extent of co-operation between Israelis and Palestinians despite today's violent political reality. The lectures of European, Palestinian and Israeli politicians and journalists provided information and food for thought and action.

Group meetings at the conference focused on education, human rights, political advocacy, youth and research. I presented our work at Kaye College aimed at building bridges and changing youth's perceptions of the other. We discussed how we could learn from one another and create partnerships within the European community. Our group members agreed to continue meeting on a regular basis in order to further future co-operation.

## International Conference of Mathematics

*Dr. Ada Katsap*, Senior lecturer, Mathematics Department



The International Congress of Mathematicians (ICM) is considered the most important mathematical event in the world, where the most significant advances are presented. At the Congress in Spain I proposed a program of ethnomathematics learning based on the Kaye College course "History of Mathematics" which was attended by math teachers, Jews and Arabs, secular and religious. These students, coming from a rich mosaic of backgrounds, promoted the growth of a mathematical-social-cultural dialogue on mathematics education.

Research, conducted during the course, examined aspects of the educational process undergone by the teachers and the potential benefits that can stem from educating teachers in ethnomathematics.

A Fractal Art Exhibition, named in honor of Prof. Benoit Mandelbrot, famous as the "father of fractals" for his work on fractal geometry and chaos theory was held. I was privileged to converse with Prof. Mandelbrot at a personal meeting, during which I told him how I am integrating the subject in teacher education.

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