



Kaye Academic College of Education

# Academic Innovation in Education

Kaye College: Facing the Community



2011

המכללה האקדמית לחינוך ע"ש קיי

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## *From the President*



The current issue of our magazine is devoted to the programs and activities that connect us with the context in which we work. Our mission is to foster the professional education and lifelong learning of teachers. By doing so, we open up educational horizons in our region. We emphasize relevancy in our academic programs, research activities and educational initiatives that we have developed and implemented in the Negev.

Our students are Jews and Bedouins, new immigrants and native Israelis, who come from a wide geographical area: cities, towns, villages and kibbutzim. Upon completing their education at Kaye College, they return to their communities to create culturally relevant teaching frameworks. The pedagogies used at the college empower our students intellectually, emotionally and socially, and support them in the process of becoming educational leaders in their communities. The variety of programs described in the current issue of our magazine emphasize just that: relevant education for all cultures.

The magazine describes the programs which integrate the expertise of the college with the needs of the various communities in and around Beer-Sheva.

The experience and professional development of the staff and student body is reflected in in-service courses, study days and collaboration with academic institutions worldwide.

This year we have also initiated a new teacher education program geared to veterans of the Israeli Defense Forces. These are men and women who live in the Negev and are willing to share their enthusiasm and knowledge to benefit education in the region. Certainly their relative maturity (They are older than the mean age of our regular students) colors our campus.

One of the highlights of this year was the national conference we hosted:

**Education in a Multicultural Society.** Two goals were set for this conference:

- (1) To construct and disseminate a body of knowledge that focuses on multiculturalism in educational and scientific communities in Israel and around the world.
- (2) To create a dialogue, reciprocal relations and partnerships between researchers and institutions that work in the areas of multiculturalism in its various forms. Fifteen parallel sessions and over a hundred presentations brought state of the art research to this conference. We thank UNESCO and the MOFET Institute for their contribution to the success of this conference.

I thank all the faculty, staff and students who are so resourceful and devote their ingenuity to make us relevant to our community. Special thanks to Dr. Riva Levenchuk, the Head of our Foreign Affairs Department and to Ms. Ruth Ophir, the co-editor, for their professional editing of our magazine.

*Lea Kozminsky*

With best wishes,

Prof. Lea Kozminsky





# *Greetings to Prof. Lea Kozminsky*

President, Kaye Academic College of Education

**Dear Lea,**

On behalf of all the members of the Board of Governors of Kaye College, please accept our congratulations on your receiving tenure in your position as President of the College. We are aware of the complexity of the role of the College President, which on the one hand, involves training educational professionals for academic degrees in such a way that they will succeed in their work as educators and contribute to the advancement of the educational system in the Negev, and on the other hand, cultivating the academic level of the institution, both with regard to the academic advancement of the faculty and in the implementation and the publication of research and scholarly books.

From the first year of your work, we have already learned that your contributions in the above-mentioned areas are great. We wish you continued success in your activities and work!

With our devoted congratulations,

**Rivka Ben Ya'acov,**

Chair, Board of Governors, Kaye College



**To Prof. Lea Kozminsky,**

Upon your appointment to the Presidency of the Kaye Academic College of Education, Beer Sheva:

A wreath of blessings and heartfelt good wishes. Your many years of work in teacher training, in wide-ranging research in matters of educational training, so too your many roles in the College and outside of it, have earned you a reputation for expertise and ground-breaking insight, a woman of principle and deeds.

On the basis of our acquaintance of many years, I am sure that these traits will find prominent expression in your new position and will lead the College, at whose head you stand, from strength to greater strength.

With much esteem,

**Gila Nagar**

Deputy Director General, Teaching Personnel Training and Professional Development Administration,  
Ministry of Education



**To Prof. Lea Kozminsky,**

Upon your appointment to the Presidency of the Kaye Academic College of Education, Beer Sheva:

We send you blessings and good wishes for success in this important position.

Your vast experience in teacher-training and ground-breaking research, your persistent striving to know and to achieve new insights, which have brought you such praise, your strong stand for principles, and the acquisition of knowledge to which you have been a partner – all these will stand you in good stead in the fulfillment of your important and demanding position as the President of Kaye College.

With best wishes for your continued success,

Sincerely,

**Noach Greenfeld,**

Director, Education Department, Ministry of Education

**Dear Lea,**

My warm blessings to Prof. Lea Kozminsky on her appointment as the President of the Kaye Academic College of Education, Beer Sheva.

The commitment of Prof. Leah Kozminsky to high quality teacher training and her great contributions in the field of educational leadership are among the important and outstanding features of the educational system in the south of Israel.

Lea is characterized by an uncompromising professionalism based on true inquiry and curiosity, a broad and deep level of knowledge and a great desire to advance teacher education, in order to ensure a rise in the level of teaching, the status of teachers, and educational and instructional achievements.

Her leading research in the field of self-advocacy for special populations and for people with disabilities has contributed a great deal to progress in the field, and they testify to an exceptional sensitivity and high social commitment. These qualities, without a doubt, will serve as a personal example to all those who prepare themselves to teach and who see education as a calling and a mission.

Prof. Leah Kozminsky is a true friend and a courageous partner in educational initiatives in the southern district. I wish her great success in her new position.

In deep friendship,

**Amira Chaim**

Head, Southern Region, Ministry of Education



**Dear Lea,**

We wish to congratulate you from the bottom of our hearts on your being chosen for the Presidency of the Kaye College of Education.

We have no doubt that your professional abilities will help advance the college to new heights.

Kaye College is an important part of the educational and academic fabric of the city of Beer Sheva and of the Negev as a whole, and your success will be our success, too.

With our best wishes and deep appreciation,

**Ruvik Danilovich**, Mayor

**Dr. Heftsi Zohar**, Vice-Mayor



**Dear Prof. Kozminsky,**

My congratulations upon your appointment to the Presidency of the Kaye Academic College of Education.

The Israel National Commission for UNESCO will be happy to continue its fruitful associations with the college for the sake of the advancement of UNESCO's goals in the areas of education and culture.

Sincerely,

**Daniel Bar-Eli**

Secretary General, Israel National Commission for UNESCO

# *Greetings to Prof. Lea Kozminsky*

## ***Congratulations from MOFET Institute***

On behalf of the MOFET Institute, I wish to congratulate Prof. Lea Kozminsky on her being chosen for the prestigious position of President of Kaye College.

Lea has stood at the head of the Office for Inter-Collegiate Research in the Mofet Institute for over five years. During this period, she worked diligently to expand her activity and to develop, and the Office grew quite significantly. Lea knew how to balance the activities devoted to nourishing a culture of research and cultivating researchers in colleges for teacher education and the activity devoted to expanding the knowledge base in the area of teacher preparation. Besides these activities, Lea worked diligently to develop wide-ranging research connections with leading researchers throughout the world.

During the course of her tenure as Head of the Research Office, Lea was also a member of the Institute's administration. Her broad involvement, the lucidity of her thinking and her creativity very much helped to advance the goals for which the Office was responsible.

We have full confidence that Lea will move Kaye College forward to new and fine places.

With blessings and esteem,

**Dr. Michal Golan,**  
Head of the MOFET Institute



## ***Dear President,***

The first anniversary of your assuming the position of President at Kaye Academic College of education has just passed and so it gives me an opportunity to congratulate you on your achievements of the college and to express wishes for further success on this path.

We congratulated you last January, when you commenced this important and responsible function. However, at that time our words were dictated mainly by courtesy and academic protocol. It could not be otherwise, because then we did not know each other personally and the mutual understanding of our activities was not sufficient. Today the situation is different. The cooperation initiated by the former administration is developing dynamically.

During the past year, we had the opportunity in hosting in the Academy of Special Education in Warsaw the representatives of the Kaye Academic College of Education and, in addition, to participate in a very interesting and – in our opinion – a very valuable working visit led by your college. These events not only helped us to better understand and explore the essence of what we do as academic educators and researchers, but also to forge a bond of understanding and mark our relationship with positive emotions. It turned out that the areas of our cooperation can be broadened and that the support of mathematical development of young children is not the only issue. With our visit, we were able to see how many projects are promoted by the Kaye Academic College of Education and how wide the scope of teacher education is. We have also seen the concern which accompanies the leadership of the college to create good conditions for teaching

and research activities. We have experienced the extraordinary organizational skills. We know that a large proportion of these is also due to your involvement.

We would like to congratulate you on these achievements and send our words of appreciation for your scientific achievements to you and to your college faculty as well. We wish you success in all projects undertaken during the next academic year, the successful development of the college and personal happiness.

Sincerely,

**Prof. Dr. hab. Edyta Gruszczyk-Kolczyńska**

Chairperson of the Institute for Human Development, Support and Education

**Prof. Dr. hab. Jan Łaszczuk**

Rector APS

The Maria Grzegorzewska Academy of Special Education, Warsaw, Poland



***To Prof. Lea Kozminsky***

On behalf of Public Affairs Section at the United States Embassy in Tel Aviv, I would like to extend a warm welcome to Professor Lea Kozminsky as she steps into her new leadership role. The Embassy views Kaye College as an important partner in our efforts to promote the English language, share innovative practices from American educational institutions and support multiculturalism and coexistence in schools. Kaye has been a leader in all these aspects, continuing to shape education and mold a cadre of well-prepared teachers to lead the next generation of students. We look forward to developing and expanding upon our partnership with Professor Kozminsky.

Warm regards,

**Hilary Olsin-Windecker,**

Counselor of Press and Cultural Affairs, American Embassy



***To Prof. Lea Kozminsky, President of the Kaye Academic College of Education***

Blessings and good wishes upon your assuming the esteemed position of Presidency of the College. Generations of educators and teachers have graduated and gone forth on their educational paths from this College at whose head you now stand. Thank you for your contribution in the past and in the present to the education of new teachers in the Bedouin sector.

We wish you many years of success in educating the future generation.

May you see blessings and happiness in your work.

With esteem and appreciation,

**Muhammad Alatamin,** Supervisor  
Bedouin Sector, Education Ministry



# *Greetings to Prof. Lea Kozminsky*

## ***In Honor of Professor Lea Kozminsky, President, Kaye College of Education***

We wish to thank you for the cooperation between the College and the educational system in Hura over the course of many years, and to congratulate you on the occasion of your assuming the position of the Presidency of the College. We wish you success in leading the College to outstanding achievements.

Also, we thank the College warmly for its support and guidance of kindergarten teachers in the area. This guidance, implemented by Ms. Eti Bar, has improved the professionalism of the teachers and has had a salutary effect on the children.

For many years, the educational system in Hura has absorbed the students from the College into the schools and kindergartens.

In addition, the senior staff of the College have worked to advance the educational system in Hura and help it to develop.

This cooperation is especially noteworthy in the kindergartens, where students have been integrated in practice teaching with the kindergarten children. These young teachers have made real contributions to promoting the educational and pedagogical work of the schools.

With great respect,

**Dr. Muhammad Alanbari**, Council Head, Hura  
**Yousef Alatawna**, Director, Education Department



## ***Congratulations to Lea,***

I am happy to congratulate Prof. Lea Kozminsky on her appointment by the Board of Governors and the Ministry of Education to the Presidency of the Kaye Academic College of Education.

Prof. Lea Kozminsky grew up within the educational system of the State of Israel. For many years, she was a member of the teaching staff of Kaye College, teaching and serving in a variety of roles in the College. In the past, she also served as Chair of the Research Authority of the MOFET Institute, Tel-Aviv.

Lea works doing academic research, and has expertise in pedagogical-educational thinking, in particular in the area of self-advocacy. She is also graced with social sensitivity. I am sure that all her abilities and knowledge will serve her well as she administers the College and that she will promote Kaye College organizationally, academically and pedagogically.

I want to extend best wishes personally, and on behalf of the Office for Teacher Training in the Ministry of Education, to her success in her new position.

Sincerely,

**Dr. Orna Schatz-Oppenheimer**

Representative, Ministry of Education, Department of Teacher Education and Professional Development, Section of Teacher Education



Here's some exciting news!

## *A Community Venture for Beer Sheva and the Region*

Following many years of research and planning, we recognize that now is the time to create a community library alongside our academic library, serving the residents of Beer Sheva and the entire region. The new community library will add a further 1,000 sq. m to our existing 1,400sq.m. academic library. This impressive complex will enable us to provide a wide range of stimulating educational programs as a tool for the social development of the Negev. Having a combined academic and community library under one roof is an innovative and unique project for Israel. The community library will create a genuine bridge to mutual understanding and coexistence in a multicultural society, Jews, Bedouin and Arabs.

## *Join us as Partners*

The community library project will cost \$2.2m. to contract and equip. The UK based Pears Foundation has committed \$1m to the project and have challenged us to raise the remaining \$1.2 m.

We are off to a great start! The remaining amount must be pledged by 2012 in order for us to qualify for the Pear's gift

Any donation will be gratefully appreciated and can be designated to a specific project within the new library and will be recognized appropriately, according to the gift.

**Please contact Mr. Michael Mohnblatt, Project Manager for further details:**

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Fax: +(972) 9-796-2986

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Be'er-Sheva



From the Office of the Mayor of Beer Sheva  
Mr. Ruvik Danilovich

22nd May 2011

*We are delighted to have received the encouragement and the endorsement of the Mayor of Beer-Sheva, Mr. Ruvik Danilovich, for our planned Community Library. His very welcome support and acknowledgement of the excellent work we have undertaken for our students and the community has given us that extra push to attain our goals. We are most grateful to Mr. Ruvik Danilovich, Mayor of Beer-Sheva for his warm support.*

### **Community Library at Kaye Academic College of Education - Beer Sheva**

The City of Beer Sheva praises the initiative and foresight of Kaye College in planning to build a Community Library alongside the existing academic library and by so doing creating under one roof a unique project for Israel. The concern of the College not only for their students but also for the welfare of the community is commendable.

All those involved in this venture are truly enacting the dreams and vision of David Ben Gurion for the Negev.

Beer Sheva is today growing rapidly, not only in the wave of government policy to settle the region, but also because new families are attracted to the quality of life that Beer Sheva and the Negev are promoting.

The Community Library will become a magnet and focal point of education and community life for the region. Children and adults alike from all sectors of our community will come to this Library Complex to be enriched educationally and socially. This in turn will close social gaps by promoting literacy and creating better social integration, thereby making the great city of Beer Sheva a better place to live. More families will be attracted to our City and the Negev will flourish for the good of the State of Israel.

The City endorses and encourages Kaye College in their fund raising efforts to secure the necessary funds to establish this "State of the Art" Library Complex. I invite and commend all those considering joining us as partners, by donating to this nationally important project.

Sincerely,

  
Ruvik Danilovich

Mayor of Beer Sheva

## A National Conference

## Education in a Multicultural Society

*Miriam Schildkraut* , Head, Project of Multiculturalism



The conference on the subject of "Education in a Multicultural Society" took place in March at Kaye Academic College of Education in Beer-Sheva.

The subject of multiculturalism has become a major issue in our modern lives in general, and in education in particular. Globalization, which is characterized by the removal of barriers of all kinds – political, economic and cultural, puts millions of people on the move, a process which has resulted in large communities of immigrants in almost every modern country. Most societies today are comprised of populations from a vast variety of nations, religions, races and colors, and the questions pertaining to the different modes of handling this vast diversity occupy decision makers in all the relevant positions of power.

The present conference put the magnifying glass on the various aspects of multiculturalism in the sphere of education. Just to name a few: Do we, in Israel, as one concrete example of a multicultural society, need a core-curriculum

which is to be enforced on all sectors, including the Haredim (ultra-orthodox) and the Arab population, or rather, should each sector decide independently on what its young generation is going to know? Whose culture are we primarily taking into account? Can individuals from minority groups retain their culture in public educational institutions?

The conference hosted two keynote speakers. Prof. Avi Sagi from Bar-Ilan University lectured on the subject of "The Challenge of Multiculturalism – between Divergence and Openness", in which he traced the development of the notion of "multiculturalism" from a narrative of personal rights in the 17th-18th centuries until the modern narrative of personal and cultural identity. Dr. Sarab Abu-Rabia-Queder from the Ben-Gurion University unfolded the history of the Bedouin women's way to academic education, focusing on the various strategies they adopted to handle the obstacles on their way. Many of those obstacles derive from the contradictory values they came across during their struggle.

Clash of values is, indeed, a major source of an unsolved debate – how, for example, should a public educational institution which adheres to liberal values of equality of all people respond to the practice of gender discrimination on the part of students of a minority group who claim they acted in accordance with their cultural code? What is at stake here is a central question: Whose prerogative is it to take the ultimate decision? Does it belong to the institution, symbolizing the hegemonic ingredient of the society, or is it a private issue of the minority group, and should be respected as such?

These and many similar questions have totally reshaped today the understanding of what traditionally was understood as "education". In the multifaceted world we all live in today, we have to try and provide some answers to these queries while coming to educate our students. To try and provide some good answers, or at least to arouse awareness of the problems, was, indeed, a modest aim we strived to achieve at the present conference.

*Kaye College is most grateful to  
UNESCO  
and the MOFET Institute  
for their warm support  
of the Conference*





## Our First M.Ed. Graduates Receive their Diplomas

*Dr. Judith Barak*, Director of School for Advanced Studies  
(M.Ed. program)



This year we celebrated the graduation of 18 students who received their M.Ed. degrees in educational counseling. This is the first group of Master's students in our college and we are very proud of their accomplishment. Their graduation marks a milestone in our academic history and opens new horizons for the learning and development of in-service teachers. Most of the graduates are already working as school counselors and their professionalism is recognized by colleagues and supervisors.

The M.Ed. program, in school counseling is a demanding program that includes academic and experiential studies. The head of the program Dr. Smadar Ben Asher, and its academic advisor, Prof. Emda Orr, are leading experts in the field of school counseling. Together with the team, they have developed a program that faces the general problems of school counseling and attends to the unique situation of the educational system in our area. In this spirit, there is a continuous

dialogue with the field and the practicing counselors with whom we form strong participative relations.

The school of graduate studies in Kaye College is a growing school that includes two programs: School Counseling and Learning and Instruction (Head, Dr. Judith Barak). In addition, there are several other programs now being developed.

All the students in the school are licensed teachers and their advanced studies make them leading professionals in the field.



Our first M.Ed. graduates receive their diplomas



# The Advancement of the College as a Learning Organization

*Dr. Amnon Glassner*, Head of the Informal Education Department



A "learning organization" is defined by Senge in his book (Senge, 2004) as "an organization whose members consistently improve their ability to produce the results that they truly want, in which they cultivate new thinking patterns in which people learn how to learn together in an ongoing way (learning to learn)" (p. 11, Hebrew edition). In Senge's view, a learning organization cannot and need not be content with survival learning or with adaptive learning. Organizational learning needs to be accompanied by creative learning that makes it possible to design the organization anew, to do things that have not been done before. Learning like this can take place as a process of renewed exploration of the world of the organization's practice, with the outcome of the process being the improvement of the capacity to create.

In his book, Senge lists five critical criteria for an organization to be considered a learning organization, which he calls technologies: 1) systemic thinking; 2) fostering personal skills among the members of the organization; 3) creating mental models or fundamental premises of the organization; 4) creating a common vision; and 5) collaborative and dialogical learning. He emphasizes the importance of collaborative development and the coherence of all five of the elements together.

As a faculty member of the college, in the past year I have experienced many significant steps that have been taken to advance the college as a learning organization. It is not a matter to be taken for granted since most educational institutions and institutions of higher education are characterized more as teaching organizations and less as learning organizations. I would like to give some examples of the college's progress in the light of the definitions and characteristics indicated above.

One example involves collaborative learning and dialogue and the creation of ongoing mental models in the work of the teacher education instructional staff. Another example is connected with the instructional staff of the courses in guided reading – in which the contents are accompanied by the reading of essays and by the cultivation of reading oriented skills; and the teaching staff of courses in research methodologies and of seminar courses – all these staffs meet in order to learn together and from one other how to promote the academic literacy of the students. As a consequence of the college studying the work of Prof. Patricia Alexander, from the US, the need grew to assemble all these staffs to explore the ideas of coherence and consistency between three kinds of courses, all of which are intended to cultivate academic literacy.

Learning such as this has emerged in full strength and over many years in the Program for Community Development (Shachaf). The program does not stop learning and renewing itself through collaborative and intensive learning that is integral to its work culture.

In the past year, the staff of CETI (specializing in online learning environments) has been working diligently to promote the individual skills of faculty members, so that they will be able to take advantage of online tools to advance their pedagogical objectives. As mentioned, one of the components of a learning organization is the fostering of individual skills that are relevant to the organization.



In addition, we can mention the work of the many and diverse staffs in the college, such as the curriculum department staff, the area specialization staff and the research staff, all of whom work to produce new ideas that will help promote the results that they really want, and in this way, put the culture of a learning organization into action.

The expansion of activity and the treatment of new and creative ideas that have arisen this year and that have taken root in the college have brought to practical expression the events of a learning organization. In practical terms, the college administration encourages the elicitation, study and testing of initiatives and ideas in every area of the life of the college as an organization. These ideas are the product of cooperative learning and their treatment nourishes the culture of a learning organization, primarily because of the way in which these ideas are raised and explored. Some examples of such ideas are the focus on inclusiveness in elementary education, the integration of democratic education, the exploration of project based learning, activities on behalf of the college in its geographical context in general, and in the context of its status as a non-profit organization, in particular, the renewal of the college colloquium and its inclusion as part of the MA program, the establishment of the college journal, "Voices," the discussion surrounding the establishment of a research department, and the study and activity faculty members who are engaged in research.

In conclusion, what seems to me the most important element is the creation of an atmosphere that invites and encourages every member of the organization (including the students) and all the staffs to offer suggestions, propose ideas and share aspirations, knowing that these ideas will be explored and discussed seriously and in depth.

In light of the examples that I have presented and from the impressions I have received over the course of the current academic year, this really is the atmosphere that has been formed in Kaye College, This is the atmosphere that promotes the culture of a learning organization. In this way, the college can be a model for organizational management now and even more in the future.



**Prof. Patricia Alexander, an invited guest speaker from Maryland University, USA,  
with faculty members at Kaye College**

# Military Retirees Consider Teaching as a Second Career

*Dr. Ruth Mansur*, Head of the Program and Pedagogical Advisor



In a joint initiative, Kaye Academic College of Education and the military organization "Tsevet" decided to start a new program of teacher education for military and civilian defense organizations. "Tsevet" was interested, as a mediator, in the preparation of retirement for people who had served the country for more than 30 years and the college was looking for new special programs that could prepare the best teachers for the education system in the Negev.

People who leave the military service after 30 or more years of service have plenty of time left to pursue a second career. Considering the job experience and education opportunities the military and civilian defense organizations offers, it is one of the best populations to become teachers. They are often some of the best teachers in their field. Bringing a rich combination of experience and perspective, they often approach teaching with a contagious enthusiasm that motivates their students and inspires other teachers.

In this one-year program, students take 24 hours of graduate-level coursework focused on pedagogy and spend two days a week in a high school, where they observe classes, tutor, teach, and work with a field-based advisor. Some of the students work full-time as student teachers while taking all the courses. They receive teaching credentials upon satisfactory completion of the program. The program is funded by "Tsevet", educational grants and so, students usually pay very little for their tuition.

In a mid-year conversation, NZ, one of the students, mentioned his satisfaction with the program: "I have learned here in 4 months more than I ever learned during several years at the university. The combination of subjects, the practical touch as well as the theoretical perspective enriches our knowledge in many ways."

As the head of the program and the pedagogical advisor, I found a group of enthusiastic, insightful and highly motivated people who enjoy imparting knowledge and interacting with people. This is best we can hope for educating our children.



## The Physical Education Department in Kaye College – Teacher Education in the Modern Age

*Hanna Nagar*, Head of the Physical Education Department



Contemporary society is continually being shaped by changes that challenge anew the concept of teacher education and influence the character of the methods we use to educate the teachers of the future.

In an age in which there is a growing tendency towards obesity, in which more and more children enter the cycle of disease and death from chronic illnesses, and at the same time, the opportunity for physical activity has lessened due to a sedentary lifestyle. Teachers of physical education are the last stronghold who can offer an alternative. The Physical Education Department includes the Major in Public Health, in which majors study ways to increase awareness and learn methods of prevention of these phenomena.

In addition, we have witnessed a disturbing rise in dangerous behavior among children and young people (violence, smoking, drugs, alcohol and various kinds of crime). In response the program, “Yes to Sport, No to Drugs,” was added to the track. The course gives new teachers knowledge about these phenomena, tools to deal with them, and the sense of competence to help bring about the necessary changes.

In an age in which regular classes include children who have been diagnosed with learning disabilities, attention-deficit and difficulties in concentration, the physical education teacher needs to acquire additional skills, namely, integration skills. The department includes a major in physical education adapted to children with special needs that stresses the value of giving and inclusiveness. As an expression of this concept, each year, the college holds a special physical education day for children with disabilities, led by the apprentice teachers.

In a world of unlimited possibilities, the absence of routine and multiple changes create a sense of a lack of control over what is happening around us, a process that intensifies the feeling of a lack of confidence among children. The physical education instructor can develop “self-confidence”: a child who, on the one hand, cannot perform a task successfully, and on the other, will not give up and instead tries again and again until she succeeds, develops a “concept of competence” and “self-acceptance.” The courses in the track include content that equip the teacher with a rich repertoire of tools to develop the confidence of the child.

All these and more are expressions of the leading approach in the field, “the humanistic approach,” in which the child’s “person” is placed in the center. The teacher education courses, the practice teaching experiences and the workshops that follow them, are translated into the question, How in every encounter can we empower the “self” of every child? This method is based on the belief that every child is a world unto himself. As a part of this conception, the department educates its students in the approach “N.C.L.B.” – No child left behind.

The Physical Education Department sees itself as an integral part of society: the teachers come from the community to study in the department and afterwards return to their communities to become social leaders who bring about change. The connection to the community and frequent examination of the society in which we live, according to its characteristics and its layers has become a vital need of the teacher education process in an age of changes.

Our purpose in all of this is to navigate the direction for the ship upon which the future generation of teachers will sail towards a more active, healthier and more ethical society.



## The Teacher Education Department in Kaye College for Elementary Schools in the Bedouin Sector

*Dr. Saleem Abu Faber*, Head of the Teacher Education  
Program for Elementary Schools



*Dr. Rafi Davidson*, Head, CETI

*Dr. Salim Alatawna*, Lecturer & Pedagogical Adviser

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In 1975, for the first time in the history of the State of Israel, an organized framework was established for the education of Bedouin teachers in the Bedouin sector in the Negev, in order to respond to the needs of the population. In that same year, a special class opened in the Seminar for Teachers and Kindergarten Teachers in Beer Sheva (now the Kaye Academic College of Education) for Bedouin students.

The first class opened with 22 students, with only one female student among them. Since those days, the spirit of things has completely changed, so that today, women constitute the majority in the Bedouin Department. This phenomenon testifies to the change in concepts and positions in Bedouin society with regard to continuing education for girls, a change that is apparent in the status of Bedouin women in Arab society in Israel in general, and in the Bedouin sector, in particular.

This evolution has come about as a result of the establishment of permanent Bedouin settlements in the Negev and the exposure of Bedouin society to modernization. The economic factor has also had a strong influence on Bedouin women leaving the traditional tribal framework, and this has helped her integrate into the workplace, particularly in education.

The Bedouin Department for teacher education works in the context of Kaye College in the city of Beer Sheva, the metropolitan city that provides the main services for the Bedouin sector in the areas surrounding the college. Because of its location, it is convenient for Bedouin families to send its sons and daughters to study at Kaye College in Beer-Sheva. They see it as neutral in relation to internal relations and tribal struggles.

The students come from both recognized and unrecognized settlements. Therefore, the department constitutes an important meeting place between the Bedouin tribes, and so too with the Jewish sector. It is important to emphasize that this multi-cultural encounter is expressed in the languages of instruction in the department, which is conducted in both Arabic and Hebrew. This diversity is also expressed in the encounter with the Jewish sector in shared classes, in meetings, in the library, in the cafeteria, in the computer labs and in the public spaces of the college in general.

The Bedouin Department is an integral part of the college, which is the main institution for educating the future teachers in the Bedouin sector in the Negev. The aspiration of the department is to absorb the best high school graduates in the sector and prepare them to be excellent teachers who will influence the educational system in particular and Bedouin society in general. Therefore many challenges confront the graduates. We



hope that the educational system will shape the character of Bedouin society so that it will be brought to internalize the unfolding socio-economic, educational and scientific changes of the modern world, and in this way, help Bedouin society integrate into the Israeli experience. Below are several examples:

#### Online Environments – Communication Channels and Cooperation

Three interactive online learning environments for cooperation within the educational community in the Negev will be designed and developed to respond to this need. These learning environments will centralize all the activities in the areas of interest which have been presented here, and they will be nourished by the activities within the institution, by activities between different institutions in the Negev and by activities between different regions in Israel and in the world. The three learning environments are as follows:

##### An Online Environment for Teaching a Sustainable Environment in the Negev

We propose the creation of a computerized environment for cooperation and dialogue between schools in the Jewish and Arab sectors, and between them and Kaye College as an institution for teacher education. The environment will include information links and tools for interpersonal activity. With regard to content, the online environment will link formal learning activities with informal ones, whose purpose will be to create familiarity with the environment in which we live, to cultivate and sustain environmental activism for the preservation of resources in the Negev and their management, with a view towards long-term sustainability (education for a sustainable environment). For example: the Bedouin Department is working with CETI and sister schools to coordinate joint activities in the above-mentioned context.

##### An Online Environment for Cultivating the Arabic Language and its uses in the context of the Negev

An online environment will be developed whose purpose will be to promote the use of Arabic and to improve its use among its speakers. The site will be in Arabic and Hebrew. The Bedouin Department for elementary school, in cooperation with CETI, will design and develop site content, as well as the communication and sharing tools on the site. In the college, there are experts in Arabic language in general and in its instruction in particular. The site will also serve to encourage the acquisition of Arabic by those who are not native speakers. Language is a bridge between groups and cultures, and therefore the site will also contribute to bringing populations closer together.

##### An Online Environment for Sharing and Learning Educational Methods and Concepts that are dependent on cultures that exist in the Negev



**Study Day: Book Exhibition**

Education is one of the most important foundations of human culture. Culture includes the way human beings learn from one another and the way in which their behavior is shaped by the norms of the society in which they grow up. Kaye College will initiate and develop a online environment for information and dialogue in connection with this subject. In parallel, the college will arrange for an exhibition or fair to describe the development and history of the ways in which children learn in different cultures. Emphasis will be placed upon the culture of education and the learning styles of the different populations that make up the rich mosaic of the residents of the Negev.

# CETI – The Center for Educational Technology Initiatives 2011

*Dr. Rafi Davidson*, Head of CETI



CETI, the Center for Education Technology Initiatives, supports, advises and provides pedagogical-technological assistance to all those at the college who are interested in the integration of web-based teaching/learning environments. The center also carries on research and initiates activities and projects in the community and beyond.

Special emphasis is placed on tools which allow for collaboration and the creation of online learning communities. The tools, which were developed at CETI, allow lecturers and students to have synchronous (in real time) or asynchronous (independent of time and place) online learning. Our approach encourages innovative teaching methods such as those based on constructivism; this method allows for learners to construct their own knowledge through collaboration with other learners and focuses on active learning.

Today, some 80 teachers and teacher trainers are connected with the center's activities. Working in coordination with the CETI staff, they have developed approximately 100 courses, covering a wide range of disciplines and departments, which integrate ICT into teaching/learning.

CETI has created the framework for cooperation which exploits the power of the Internet for innovative and collaborative approaches to teaching/learning:

## **Community Activities**

**The “NAYEDA” Project** –NAYEDA is a project that integrates the use of laptops in Bedouin elementary school classrooms in southern Israel. NAYEDA has been piloted in elementary schools in recognized Bedouin rural villages. CETI manages the project, with the aim of bringing about change in Bedouin school culture, and improving the standard of teaching and learning, in an ICT environment. This year (2011), we are continuing with the project, in the context of the national program sponsored by the Israeli Ministry of Education to adapt the educational system to the 21st century. Seven schools in the Bedouin sector participate in the project. CETI has begun offering in-service training courses for teachers, as well as consultation and guidance in how to integrate online learning into the schools (including working with the Internet, control panels at the front of every classroom, and providing laptop computers for every teacher and in every classroom). Dr. Rafi Davidson serves as Academic Advisor and Mr. Ibrahim Elbadour is responsible for consultation and guidance.

The center works in tandem with a framework of programs in sister schools. The teacher education staffs in all the sectors, including the Bedouin sector, learn how to integrate advanced technology into teacher education. The CETI staff works with lecturers, pedagogical advisors, students and teacher education instructors in the Bedouin sector to build a program together that integrates technology into teacher education. The project began in the Almostakabal Elementary School in the Segev Shalom community. Students from the college have already begun to build an interactive internet site that includes materials in Arabic that will serve the Bedouin student community.





**“PELE” Project – A project of peer-to-peer support and mentoring. The CETI staff supports teacher educators and student supervisors** - CETI is a partner and supporter of special interest groups of teacher educators who use ICT and who are developing expertise in instructing students through the Internet. One example of this activity is a special cooperative project between the Bedouin Department at the college and peer schools in the Bedouin sector in the Negev, the goal of which is to **reduce the digital gap** between the children in this sector and the Jewish sector. The current lack of suitable infrastructure for new technologies in the Bedouin sector has created a challenge for the integration of ICT. To help solve the problem of the lack of suitable infrastructure, members of the CETI team are developing a unique instructional program to bring web-based teaching/learning to places where infrastructure problems exist.

**Community Project in the Bedouin Sector to strengthen the connection between fathers and their children by means of knowledge sharing and communications technology** – This project has already been running in the unrecognized village of Al-Sayid for two years. In cooperation with the Center for Parenthood and Family in Kaye College, CETI is showing fathers how to work with their children on educational projects, including integrating ICT as a way to connect parents and children. First, the fathers study in parenthood workshops, and they also learn how to use the computer and the Internet in their daily lives. In this way, they strengthen the connection between fathers and their children. Afterwards, meetings are held in which the fathers who have learned to use the computer and the Internet sit together with their children and spend quality time with them doing work and playing games on the computer and with the Internet. The CETI staff act as consultants, facilitators and gives support to the parent advisors, whereas the computer facilitator is in practice responsible for the meetings of fathers with their children around the computers.

The initiatives presented above help to prepare future teachers to meet the technological challenges of the 21st century in the system of education of southern Israel. These times are characterized by communication technologies and advanced knowledge, by the process of globalization and worldwide exchanges. Teacher preparation must stay abreast of these changes in order to equip the future generation of teachers.



Mr. Ibrahim Elbadour, college lecturer, helping children with computers



# Developing the Culture of Evaluation

*Dr. Judith Zamir*, Head, Department of Evaluation



The Evaluation Department at Kaye College accompanies academic and community focused projects. The basic approach of the department is to create a dialogue between evaluation stakeholders and the evaluators themselves. The evaluators learn about the plans and objectives through deep conversations with the project creators, allowing them to be exposed simultaneously to more than one perspective.

The evaluator reflects with the project team about the people involved and their activities, thus making possible a more significant learning process. This process is called “evaluation in action” a kind of action research.

In this way, the Evaluation Department promotes foment “learning from success” rather than giving a grade.

Within the framework of projects focused on community and learning, this year the department has accompanied three projects: **Partner Development**

**Schools (PDS)** in Bedouin Elementary Schools; **The Arabic Language Center**, created to advance cultivate the Arabic language in students and school pupils; **The Success Center** responding to young children’s needs for professional help in reading and writing.

Within the framework of projects focused on academic excellence and lecturers’ professional development, the department has accompanied six projects this year: ■ The program “Excellence in Teaching and Community Commitment” ■ Supporting the interdepartmental program for the first study year at the college ■ Developing a new program for preparing elementary school teachers ■ Introducing a routine of teaching evaluation at the staff level ■ Assessing a program about the Holocaust and its influence on student teachers ■ Supporting of advanced training for the academic staff on Project Based Learning.

The Evaluation and the Research Department work together to establish the **Kaye Community of Researchers**. The main goal is to introduce a discourse of learning through research and disseminating new knowledge by means of publication.

Recently Prof. Bradley Cousins, Co-Director at Center for Research on Educational and Community Services from the University of Ottawa, Canada, was a guest at the Evaluation Department at Kaye.

Key faculty members at the college discussed relevant issues of evaluation with Prof. Bradley Cousins. The focus of the conversation was on developing a culture of evaluation, within the college, such as ethics of evaluation, participatory evaluation and differentiation between evaluation and research.



*The Evaluation Department is most grateful to Prof. Bradley Cousins for his interest in Kaye College and his valuable contribution to the academic discourse.*

**Prof. Bradley Cousins from Ottawa University (Canada) is a guest of the Evaluation Department**

## The Research Department

*Dr. Esther Cohen (Sayag)*, Head of the Research Department

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The main goal of the Research Department is to develop a culture of research in which people share information and ideas with each other, translate problems and conflicts to research questions and see their teaching as a research arena. The Research Department initiates and performs studies in the field of teacher education, encourages and assists researchers in their studies at the college.

Six main studies were performed in the research department during the last six years by twelve researchers at the college:

- Research Review on the Practicum in Teacher Education (2005-2009). Professor Hoz, R.; Dr. Kaplan, H., Dr. Goldshtien, O. and Dr. Cohen, E.;
- Feeling of Belonging and Involvement among Ethiopian Pupils in School Participating in P.A.C.T Project (Parents and Children together). (2006-2008). Dr. Fischl, D., Dr. Kaplan, H. and Dr. Cohen, E.;
- Writing Feedback to Pupils' Compositions - The Perceptions of their Role as Writing Facilitators. (2007-2009). Dr. Asaf, M., Dr. Nathan, N., Dr. Cohen, E.;
- Teaching Writing Feedback to Student Teachers, Improving their own Writing, their Perceptions about Comments on Writing and their Ability to Write Encouraging Feedback (2009- -2010 ). Dr. N. Nathan; M.A. Trievish, B. and Dr. Cohen, E.;
- Teaching Student Teachers how to Conduct Instructional Discourse -Four researchers developed a program, taught and examined changes in students' perceptions and conducting discourse in class. (2009-2011). Dr. Vardi-Rat, E.; Dr. Glasner, A. and Dr. Cohen, E.;
- Teaching Reading in the Special Education Department – How to Bridge the Gap between Theory and Practice. Three researchers explored their own teaching and supervising activities in order to improve student teacher competencies in teaching reading to pupils with learning difficulties (2008-2011). M.A. Sharoni, H.; M.A. Zafir, R., M.A. and Dr. Cohen, E.;

The Research Department published two anthologies of these studies and the studies in process conducted by the teachers in the college in 2008 and in 2010.

**Conferences at the college:** The Research Department organized four conferences at Kaye College, presenting the studies of the Research Department and other staff members of the college with the collaboration of students, school principals and staff members.

The latest activities are focused in disseminating our knowledge and motivating other staff members to take part in continuous research on two subjects: writing feedback and conducting instructional discourse in class.

# Kaye Online Pedagogical Center (Matal)

*Dr. Annette Kahan*, Director of the Center



Matal is a free, online pedagogical center, (<http://kaye7.school.org.il>) based in the Matal Pedagogical Library in Kaye Academic College of Education. It was founded and is directed by Dr. Annette Kahan. This internet site consists of over 350 topics which cover all the major subjects taught in schools, Jewish and Muslim holidays, and much more. Each topic is organized according to sub-topics and age groups. The online visitor to Matal can find lesson plans, worksheets, information, coloring pages, songs, games, arts and crafts and more, for each topic. The major purpose of Matal is to gather and to organize into one site the vast amount of material that is spread out over the internet, in order to facilitate and improve teaching and learning. In addition, educators are encouraged to contribute their original materials to the site, for the benefit of all.

Another two features of the site that involve the community are "Ask the Expert" and "talkback". Students, teachers and children ask for assistance in finding material, planning lessons and answering questions through these features.

Matal is designed for free use by all people, all over the world. Most of the topics are in Hebrew, but they also include links to major English sites. In addition, approximately 30 topics are in Arabic, targeting the Arabic speaking population in Israel and abroad. Visitors to Matal are from over 130 different countries across the globe, including Kuwait, Libya, Egypt, Hong Kong, and most of the European and American countries. Each month brings over half a million visits to Matal, with over one million page views.

**Sample of number of visitors to Matal by country, from 168 countries and territories, out of a total of 5.285.945 visitors during July 2010-July 2011.**

Israel	5,154,484	Hungary	1,101
United States	57,644	Austria	973
Canada	9,697	China	870
United Kingdom	5,018	India	804
Germany	4,280	Czech Republic	786
France	3,629	Egypt	639
Australia	3,527	Kenya	329
Argentina	3,269	Tunisia	285
Russia	2,870	Micronesia	283
Spain	2,831	Saudi Arabia	275
Ukraine	2,639	Jordan	160
Mexico	2,556	Algeria	149
Location is blocked	2,553	Morocco	89
Belgium	2,135	Iraq	69
Switzerland	1,841	Angola	66
Italy	1,837	Iran	38
Brazil	1,724	Yemen	37
Netherlands	1,551	United Arab Emirates	34
Palestinian Territories	1,187	Qatar	31
Romania	1,143	Lebanon	24





## Facing the Community

*Dr. Haya Kaplan*, Head, Center for Motivation and Self Determination



The Center for Motivation and Self-Determination is located in Kaye College, a multicultural college situated in the social, cultural and educational context of the Negev. The center is an agent for initiating and leading change, integrating research with educational involvement in the schools. The center is based on theory and research in the areas of motivation, processes of change, well-being, and other areas, such as building new knowledge through activities combined with research. One of the main theories on which the center is based is Self Determination Theory (Deci & Ryan, 2000). This theory sees the potential for growth in every human being and holds that all human beings have three basic psychological needs: (1) a need for connection and belonging; (2) a need for competence and autonomy; and (3) a need for autonomous motivation and self-determination, which are satisfied through the development of competence and autonomy.

The center aspires to promote the connections between theory and research in the fields of motivation and self-determination, and between the processes that educate teachers, processes of instruction and learning in the classroom, the professional development of teachers and processes of change in the schools. We see the center as a bridge between the academic world and the educational field, working together with the communities that are connected to the schools. The center offers services to both Jewish and Bedouin schools, both regular and special education, in addition to activities in the college itself. **The following is an example of our activity in a Bedouin high school:**

The program "Sihim" (an acronym for the psychological needs vital to human growth) has been operating for several years now in the Bedouin school Afarok, in Kesifah. The program's purpose is to nurture outstanding students, while also emphasizing social excellence and developing the future leadership of the students within their own communities. The program is based on the needs of the Bedouin community: a need to



**Dr. Haya Kaplan runs a workshop in the Bedouin community**

raise low levels of achievement, a need to develop a future leadership cadre of outstanding educated young people and a need to broaden the range of the young people's occupations. About 140 pupils in grades 8-12 currently study in the program. The program works with teachers, parents, pupils and community figures.

With the goal of developing leadership, "Sihim" emphasizes active involvement in the community, as well as the development of awareness and action on behalf of the natural and the human environment.

As an academic body, we base our work on research. This combination of theory, research and educational involvement justifies the activity of an academic body in the educational field and contributes to the growth processes of the school, the teachers and the students, and so to society as a whole.



# Students Volunteering in the Community (SViC)

*Dr. Rina Shtelman*, Dean of Student Affairs



We, at Kaye Academic College of Education, believe that worthy education means reaching out to the community and offering support, good will as well as knowledge and professional assistance. For students, involvement in community outreach helps build self-esteem and leads to the cultivation of a healthier society.

The essence of educational work is demonstrated not only in teaching children and youngsters at schools, but also in contributing good will, assistance and knowledge to the community. Volunteering in the community strengthens the students' ties with society and gives them a sense of accomplishment and contribution, to themselves as well as to society. We develop social awareness in our teachers in order to prepare them to be able to lead social processes of involvement and tolerance in a democratic and multi-cultural society.

Our students participate in several tutoring projects, mentoring young children at school, in the afternoon in their homes, in high schools, at hospitals and at several hostels. Students are also involved in senior citizen facilities, assisting and helping elderly people in their daily routine, taking medicine correctly or discussing various issues with them or just being there for company. We have received touching letters of appreciation for the outstanding care they have received from our students.

Future plans involve collaboration with various foundations like the JITLI foundation, the AJICK foundation and Kaye Academic College of Education in several areas:

Establishing "The JITLI & Kaye Center for Social Involvement" which will be responsible for monitoring all the volunteering projects, community assistance projects, extra curriculum activities, multicultural projects, special aid center activities, etc. The center will be administrated by students, who will be in charge of the administrative work, coordinating guidance, leadership advice, instruction; training Jewish and Bedouin students to volunteer in different projects.

We hope to increase the number of students involved in the AJICK project and to work with children in the Bedouin towns and villages.

The college involves graduates in the ELEM project (ELEM-assistance given to students by students) - as guides in various subjects, according to our students' needs. This is an internal program in the colleges, students tutoring fellow students in different areas of academic difficulties.

We aspire to add extra tutors to our center for special need students - ITACA, especially by recruiting Arabic speaking tutors. We would like to involve more students in this center. Enlarging the active members in our KEHILA Center - initiated by students, supervised by students and students are the volunteers of this program. (Community and its purpose is involvement in the community). Students volunteer in extra curricula work in several frameworks: schools, community centers, hospitals, centers for handicapped children with special needs, youth movements, and clubs for senior citizens, libraries, new immigrant centers, etc.



**Abu Assa Hanan, a student, receives a prize for volunteering in the community**



## Drama as a Bridge to Conflict Resolution

*Fahima Alatawna*, 2nd year student, English Department



Using drama in the classroom in general and in the EFL classroom in particular is an effective and creative way to approach learning. It is an important informal method that combines both curricular learning goals and social values. That is, a teacher can use drama not only to teach language acquisition but also to create an opportunity for all students from different backgrounds to learn about each other. This is crucial since we live in a multicultural society, where many times we come across people from different cultures but we never fully understand the other's culture. Therefore when we took the course Conflict Resolution via Drama in the EFL Classroom under the guidance of our lecturer Carla Nochomovitz, we had the opportunity not only to learn about each other's differences but also to appreciate these differences.

At the very beginning of the course, we were divided into groups of six to seven students, Jews and Arabs. Each group chose a well known story from English literature and adapted the plot to make it suitable for Jewish and Arab cultures. Of course, we simplified the language to make it comprehensible for our young audience. The audience consisted of about 250 Bedouin and Jewish pupils from, the south, ranging in age from 11 to 15.

For me, working together in preparing the performance and performing in front of the audience raised my self-esteem and confidence. Therefore, I took this course twice and I'm definitely planning for a third time. It was great fun, and I gained new knowledge about the differences that exist in our multicultural society and within my own Bedouin culture. This course created a comfortable and diverse atmosphere, which created a perfect coexistence opportunity for us all and where we all developed many friendships and strong bonds.

In conclusion, the use of drama for conflict resolution is a brilliant and effective method, allowing the students to go through a learning process that they themselves lead. They gain the knowledge and social skills that are definitely required in our multicultural society.



Kaye College Players

# The Center for Enhancing Social Justice in Education and Society - *The UNESCO Chair at Kaye*

*Prof. Shlomo Back*, Lecturer



Kaye Academic College of Education plans to open a new research, development and learning center devoted to issues of social justice in society in general and in education in particular. Current society faces the problem of integrating equity and equality with competition and excellence. We want to bridge the gap between those who "have" and those who "have not", and, simultaneously, to promote excellence and high levels of academic achievements. Closing the gap may lead to mediocre achievements, and hence to threaten the ideal of excellence, which has an elitist flavor, while concentrating on excellence may lead to neglect of the weakest parts of the society. The last decades testify that it is quite problematic to merge these two seemingly conflicting ideals.

Kaye Academic College of Education has dealt with this dilemma from its beginning. Its diverse population, which includes Jews and Bedouins, new and veteran immigrants from urban areas as well as from villages and kibbutzim, calls for the development of the climate which recognizes the multifaceted characteristics of students and faculties. The question of how to recognize this diversity and legitimize various cultural and socio-economic world-views, while at same time maintain a high level of academic studies, has been a continuous issue in the college's struggle for excellence. A constant challenge is to preserve a high quality of studies and research and at the same time, to enhance and intensify the social responsibility of the college to its environment.

The planned center will devote focused and systematic efforts to deal with these issues, both theoretically and practically.

The center will apply to UNESCO to obtain a chair dedicated to questions of social equity in the educational system. The program of the center is in a process of approval by the college's authorities, and has the enthusiastic support of the college President, Prof. Lea Kozminsky in warm collaboration with Mr. Daniel Bar-Eli, Secretary General of Israel Commission for UNESCO at the Ministry of Education.

The activities of the center will include:

- Research and development
- Seminars, workshops and conferences
- Formal studies of social justice in education and society
- Publishing books and papers

*The head of the center will be Prof. Shlomo Back, Professor of Philosophy of Education and the former President of the college.*



**Mr. Daniel Bar-Eli, Secretary General, Israel National Commission for UNESCO, with Prof. Lea Kozminsky and Prof. Shlomo Back**





## The School for Professional Development

*Yael Sharabi*, Head, School for Professional Development



The School for Professional Development of Teachers and Educators at Kaye College of Education serves as a center for the professional development of educators and teaching assistants in the southern district and works for the professional advancement of school principals and vice-principals, teachers and kindergarten teachers, educational assistants, caretakers and youth facilitators.

We believe that continuing study and professional development throughout the years of teaching are essential to both the advancement of the educator and the educational system as a whole, thereby contributing to the development of the student. The rationale for in-service training courses is to improve the participant's skills in responding to the challenges confronting the student population in the Negev. Most of these challenges are common to both the Jewish and Bedouin sectors, and so some of the in-service training courses include both sectors.

The school features programs leading to a teaching certificate or full teaching certification, and it offers in-service training courses whose purpose is to train school administrators in the educational system, to impart knowledge in specific disciplines, and to aid in the development and implementation of different teaching methods. Studies confer teaching certificates that contribute to their professional development and salary benefits for the in-service training courses taken.

The study programs are built around the needs in the field, in accordance with the changes that have taken place in the educational system and in relation to the natural and human environment particular to the Negev, in cooperation with the different responsible bodies in the Bedouin and Jewish communities: the Education Ministry, local councils, Ben-Gurion University, the schools, kindergartens and rehabilitation work centers.

We are prepared to develop new courses and workshops for principals, vice-principals, teachers and kindergarten teachers in accordance with the programming guidelines of "New Horizon," which has recently been introduced by the Education Ministry and which outlines the professional development of educators.

In the courses for school principals and vice-principals, emphasis is placed on administrative roles and the imparting of the skills of dialogue with teachers, parents and students in order to promote learning. The programs combine a variety of teaching methods.

One of the new directions in the program is to support and accompany new teachers as they begin teaching, in order to prevent good teachers from dropping out at the beginning of their professional careers. In this framework, we have built a program of guidance and support for new teachers using a positive psychological approach. We have named the program, "Resources for Growth," with the intention of giving the new teacher support and tools for growing and coping with the challenges that confront them. The program is based on guiding and supporting the new teacher, featuring peer workshops with lecturers from the college, and personal accompaniment hours in the school with veteran teachers who have themselves received certification in a teachers' tutoring course in the School for Professional Development at Kaye College.



The tutoring courses in the School for Professional Development are also based on the approach of positive psychology, and they combine trust and bridging methods as tools for building reciprocal relations based on trust and mutual respect. Their purpose is to support and advance the student and the new teacher in their preparation and as they begin their new position.

We are partners in the Education Ministry's nationwide online learning project in "Adapting the Schools to the 21st century" – and we are leading the in-service training courses in the southern district for coordinators online learning, in addition to giving institutional in-service training courses in integrating technology in district schools .

Another in-service training course that we offer language teachers and coordinators derives from the needs of the Bedouin community, where there is a shortage of libraries in the schools. The purpose of the course is to train teachers in the Bedouin sector to establish and operate libraries in the schools in order to encourage reading.

The School for Professional Development offers studies leading to a certificate for preparing educators and assistants for preschoolers and special education, in accordance with the needs of the Jewish and Bedouin communities in the Negev.

Two-year courses to train assistants and caretakers for preschoolers and special education being implemented this year are as follows: training courses for kindergarten assistants in cooperation with the Jewish Local Councils in the south and the Education Ministry, a course for assistants in special education in the Regional Council of Abu Basma; a course planned for assistants in the field of autism in schools in Beer Sheva, in cooperation with the Beer Sheva municipality. In addition, we have developed a course on autism for teachers and staffs of paramedics in a new school that has opened this year in Hura for autistic pupils.

Over the course of the past academic year, we have run 70 programs for 1,500 participants in our in-service training courses.



**Participants of the In-service course receive their certificates**



## Kaye College Welcomes Colleagues from the Academy of Special Education in Warsaw

### Reflections of the Visit to Kaye College



*Prof. Edyta Gruszczyk-Kolczyńska,*

*Prof. Jan Łaszczyk,*

*Dr. Marta Kotarba-Kańczugowska*

*Excellent professional relations have been established in recent years between the Maria Grzegorzewska Academy of Special Education in Warsaw and Kaye Academic College of Education. This year in the framework of warm collaboration between these two institutions Prof. Jan Łaszczyk, Rector of the Academy, Prof. Edyta Gruszczyk-Kolczyńska, Chairperson of the Institute for Human Development, Support and Education, Member of the Senate and Dr. Marta Kotarba-Kańczugowska, Vice Director of the Institute visited Kaye College. At the festive ceremony, decorated with the flags of Poland and Israel, and the music of Chopin, Kaye College was honored to welcome Ms. Agnieszka Magdzik-Miszewska, the Ambassador of Poland in Israel, who greeted the audience.*

*The long standing collaboration between the Maria Grzegorzewska Academy of Special Education and Kaye Academic College of Education, and the friendly relationship that have developed between our two countries, were noted by the Ambassador.*

*Prof. Jan Łaszczyk, Rector of the Academy and Prof. Lea Kozminsky, President of the College expressed interest in expanding collaboration between the two academic institutions and develop friendship between Israel and Poland. Below are the impressions of our colleagues from Warsaw of their visit to Israel:*



We would like to briefly share our experiences after an interesting and a very effective visit to Kaye Academic College of Education in Beer-Sheva.

Firstly, we experienced extraordinary organizational efficiency during the visit, which was undoubtedly due to the efforts of Dr. Riva Levenchuk. We would like to thank her very much and note that everyone greeted us very warmly.

The opportunity to visit a number of educational organizations (the kindergartens and school in the Kibbutz Hazerim, kindergartens in the Bedouin sector, a kindergarten in Omer) allowed us to explore the



**Prof. Lea Kozminsky, College President, presents Prof. Jan Łaszczyk, Rector of the Academy, with a plaque as a token of friendship and fruitful collaboration**

methodological and organizational solutions used in Israel. It was a very educational experience. The teachers and the pedagogical advisors that took care of us during the visit asked whether there was a possibility of visiting our kindergartens in Poland. Immediately upon arrival, we took initial steps to check the possibility of such a visit and we are very pleased to inform you that the headmaster of kindergartens in Kolobrzeg expressed interest in such activities. This can be the beginning of cooperation.

We have very fond memories of the meeting with the Department of Early Education and our fruitful discussions on the possibilities of collaboration, especially with Dr. Esther Vardi-Rath and her team. The meeting was an opportunity for us to get to know each other and to investigate the essence of what we do as educators and researchers. It turned out that the areas of our cooperation can be extended to the issue of promoting the mathematical abilities of young children. We hope for fruitful cooperation in this and other areas as well.

It is worth mentioning that we considered the possibility of conducting research in discourse analysis. The activities undertaken by us focus on two areas: mathematics education and foreign language teaching. We would like to emphasize that the preliminary research plan for the discourse in foreign language classes in kindergarten and first grades at elementary school have already been prepared by Dr. Marta Kotarba-Kańczugowska.

The previously established cooperation with Dr. Mark Applebaum was cemented during the visit. The result is an invitation to Dr. Applebaum to write a chapter in the book by Prof. Edyta Gruszczyk-Kolczyńska, concerning the development of children's mathematical abilities.

We also agreed upon the opportunities to share experiences and achievements with the faculty members of the



**Visit to the kindergarten in Omer**



Art Education Department of Kaye Academic College of Education and the Academy of Special Education. We are particularly interested in the organization of joint exhibitions, workshops, etc. Moreover, there is also the opportunity of developing joint activities related to the use of modern information technologies, both in the teacher preparation as well as in the administration of the college.

The preliminary options were discussed with Prof. Lea Kozminsky, the President of Kaye College and Prof. Jan Łaszczyk, Rector of the Academy during numerous formal and informal meetings. The details of the next steps will be discussed further during the President's visit in Warsaw. We are looking forward to meeting Prof. Lea Kozminsky in Poland.

Prof. Lea Kozminsky has also agreed to conduct several lectures in pedagogy for faculty members of the Academy of Special Education and for our students. We have taken steps to organize a lecture in Łódź as well and have already invited the College of Pedagogy in Łódź to cooperate. The Academy expressed great pleasure at the possibility of hosting such a distinguished guest as Prof. Lea Kozminsky.

It was an honor for us to participate in a wonderfully organized meeting with the Polish Ambassador in Israel – Mrs. Agnieszka Magdziak-Miszewska. This meeting confirmed that our friendship is strong and true. Our academies look forward to government support for the exchange of students from Israel and Poland. At that meeting, we learned that there was a visit of the Polish government delegation planned in Israel, so we shared the information about the joint activities between the Kaye Academic College of Education and the Academy of Special Education to the Ministry of Education in Poland. We hope that it will show our commitment and mutual trust.

Despite the fact that the visit was professional, we had some time to get to know your beautiful country. We are grateful for the opportunity to visit Jerusalem, the city of the three great religions there. We had some rest in Tel Aviv Jaffa, where we were accompanied by Dr. Mark Applebaum. The Ilana Goor museum made a great impression on us.

*We would like to express our gratitude to all who were involved and who volunteered their time and energy. We hope that in addition to professional relationships, this visit also helped to establish friendships. See you in Poland!*



**Prof. Lea Kozminsky presents Ms. Agnieszka Magdziak-Miszewska, the Ambassador of Poland in Israel, with a plaque as a token of friendship between our two nations**



**At the festive ceremony devoted to our guests from Poland**



## Promoting Collaboration with York St. John University

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



In March, 2011 Prof. Lea Kozminsky, our college president, was invited as a guest lecturer at York St. John University to promote academic collaboration between our institutions. YSJU is in the centre of the historic City of York, UK, is known for its academic excellence and its strong community spirit that serves about 6000 students. Prof. Kozminsky's hosts at YSJU were Prof. Julian Stern, the Dean of the Faculty of Education and Theology and Prof. Jean McNiff, who is a professor of educational research and heads the HEART project: Higher Education Action Research in Teaching. During the visit, ties were also established with Prof. Pauline Kollontai, deputy dean in the Faculty of Education and Theology and with Dr. Margaret Wood, who heads the program for the MA in Educational Improvement, Development and Change.

A talk "Teacher Education in Kaye College: Vision and Challenges" by Prof. Kozminsky introduced Kaye Academic College of Education, its mission to develop academically rigorous programs in teacher education to its population in the Negev and the steps taken to ensure coherent and research- based

programs, in tune with the challenges of education in the 21st century. Three themes for collaboration between Kaye College and York St. John University were explored:

A collaborative book, written by faculty members in both institutions, focusing on the value-driven use of information and communication technology in education.

Joint research on inquiry-based/project-based learning, and its contribution to teacher education. Creation of a consortium of like-minded teacher education institutions to enhance the online discussion on the mission and the challenges currently faced by teacher education programs around the world.

We look forward to developing the collaboration between Kaye Academic College of Education and York St. John University in the United Kingdom and to encouraging other institutions of higher education to participate.

*We are most grateful to York St. John University for inviting Prof. Lea Kozminsky, Kaye College President, and for the warm welcome that was extended to her during her visit. We believe that the cooperation between our institutions will be of mutual interest.*



**Prof Lea Kozminsky with Prof. Jean McNiff and Prof. Julian Stern at York St. John University**



## From Texas to the Negev

*Prof. Rosalind Horowitz, Ph.D.*



Discourse and Literacy Studies, College of Education  
and Human Development, The University of Texas,  
San Antonio, USA

Ben Gurion characterized the Negev as the future of Israel. My recent travels to Israel have confirmed this proclamation. In December, 2010, I had the opportunity to tour and visit with faculty at Kaye College of Education. I spoke to faculty about The Border Literacy Project which considers the reading habits, cognitive challenges, and realignments of adolescents who live on the Texas side of the U.S.-Mexico border. This project has examined the motivations of voracious readers on the border who aspire to a college education and a profession, yet are financially limited. They face cognitive conflicts, sometimes among peers and family, but, nevertheless, they aspire to contributing to society in substantial ways.

The work Kaye College engages in, teacher training, is an unusual venue for adding research to our literature about the Bedouin populations of the Negev, also teacher training at-large. Like our United States high school and college border populations, the Bedouin populations are developing second language skills while reformulating identity in ways that will allow them to navigate several contexts.

Stereotypes and misconceptions about minority populations, many of whom are growing significantly in numbers, are rampant. Our study of Mexican transnational adolescents, who cross the border monthly, weekly, and daily revealed that there are adolescents who read with passion, not characterized in the literature. Why they do so and how they persist is worthy of study on the borders of the U.S. and also Israel. In many cases, such as at Kaye, these youth will be the new teaching force.

In addition, my visit allowed me to meet with Kaye College's Discourse Analysis Group. The faculty is identifying attributes of effective classroom discussions. It is surprising that although we have numerous cases of classroom discussion in the scholarly literature, we have yet to determine in systematic ways what aspects of these discussions are worthy of our attention for teacher training and with today's migrant populations. This discourse group is exercising methodical thinking about the moves leading to the negotiation that teachers and students alike make as they engage in dialogic communication and ideas evolve in classrooms. Lunch in the cafeteria was another eye-opening experience where I observed groups of female Bedouin students interacting and intellectually connecting. The foods were culturally suitable and the atmosphere of camaraderie among students visible. As is the case in Texas, faculty and students are in the same facilities—not separated.

Kaye Teachers College presents new possibilities for the teaching profession—as does The University of Texas—San Antonio. With the increase of under-represented minority populations in teaching, Kaye College holds promise as a model training field for border towns and beyond.

## *Dr. Esther Cohen (Sayag) & Dr. Nurit Nathan*

Our meetings with Prof. Rosalind Horowitz, held at Kaye College of Education, present to us the political – cultural aspects of "The Border Literacy Project: Cognitive Conflict and Realignment." It was an inspiring lecture, portraying the reality of populations which live near the border and who are trying to cope with the transition of culture, literacy and identity. This subject is very much connected to our college, since 50% of our students are Arab Bedouins who are struggling to adjust to the 21st century and assimilate in academic institutions, education in particular.

This subject has been high on our agenda since Prof. Horowitz' visit and Prof. Lea Kozminsky assumed the office as the president of the college. The project, which Rosalind Horowitz is involved with in Texas University, could create a new collaboration between the two institutes.

The second part was a consultation meeting on a study on the subject of conducting discourse in the classroom, which is being carried out by a team of four researchers in Kaye College. Rosalind Horowitz recognized the potential of this study and asked for many clarifications, referring to updated studies and to her book (Talking Texts, 2007), whose content enriched and deepened our understandings in the study.

We hope that these meetings will be the beginning of a productive connection between Texas University and Kaye College.

Furthermore, Dr. Nurit Nathan from Kaye College is pursuing a joint research project with Prof. Horowitz in applying graphic organizers to the planning of academic writing in order to improve teacher training.

*We would like to take the opportunity to warmly thank Prof. Rosalind Horowitz for her active involvement and willingness to share her experience and knowledge with us, for her enlightening insights on the challenges of living, working and studying in a multicultural environment. We learned that Texas and the Negev are not all that different.*



**Dr. Esther Cohen (Sayag) thanks Prof. Rosalind Horowitz for her contribution to the Research Department**





## Gary Jacobs and Yaacov Schneider Visit Kaye College

*Ruth Ophir*, Co-Editor



Kaye Academic College of Education was happy to host Mr. Gary Jacobs, who with his wife Mrs. Jerry Ann founded JITLI (Jacobs International Teen Leadership Institute) and Mr. Yaacov Schneider, Director of JITLI.

JITLI is a project dedicated to the education and leadership development of young people in the context of interaction between cultures (Jewish, Bedouin and Palestinian). By establishing a partnership between the various communities, JITLI aims to break down stereotypes and promote multiculturalism.

Professor Lea Kozminsky, college president, warmly welcomed the guests and thanked them for their interest in Kaye College.

Our Jewish and Bedouin students shared their experiences at the college and exposed the guests to different programs run at the college.

*Kaye College is most grateful to Mr. Gary Jacobs and Mr. Yaacov Schneider of JITLI for their generous support of two of the college's projects which will start in the upcoming academic year.*



Mr. Gary Jacobs and Mr. Yaacov Schneider at Kaye College



# High Tech High Study Days at Kaye College

*Dr. Mark Applebaum*, Head, Teachers' Disciplinary Development



In the 2010-2011 academic year Kaye Academic College of Education chose Project Based Learning (PBL) as one of the new pedagogical trends for disciplinary and interdisciplinary learning. Almost all Kaye College lecturers were involved in different seminars and workshops connected to PBL pedagogy during this year. Some of Kaye College professional teams even decided to realize this learning in their ongoing courses and projects.

Project Based Learning is one of the main pedagogies advanced by the High Tech High school network that began in San Diego in 2000 by business leaders and educators. High Tech High's mission is to develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for postsecondary success.

Closeness of attitudes of two institutes (Kaye and HTH) and their mutual understanding led to cooperation between Kaye College and HTH that resulted in two study days with invited HTH's teachers from San Diego: Laura Jean McBain, Jesse Wade Robinson and Brett W. Peterson.

There were more than 50 participants from South Region schools and academic staff from Kaye College on the first day of their visit. At this workshop all three San Diego delegates presented their vision on "Pedagogy of High Tech". Those who had the privilege to participate in the workshop found much of value in the imparted information, and were enthusiastic about the new vistas which opened before them.

On the second day about 30 Kaye College's academic staff took part on "Presentation of Learning" workshop that was given by Jesse Wade Robinson and found it very interesting, constructive and practical. Before the seminar, Jesse also visited the Holocaust Ceremony that impressed her very much.

*"Thank you so much for inviting me and my colleagues to speak at Kaye College. We really enjoyed working with your bright team of educators. I also really enjoyed watching the students' Holocaust Memorial Presentation, an excellent example of PBL, and something I will not forget. Thank you for being an inspiring leader and change-agent at Kaye College."* - wrote Jesse in her letter to our president following her visit.

Prof Lea Kuzminsky thanked the guests for their effort to come and to share with Israeli colleagues their knowledge and collected experience. She also mentioned that cooperation between two institutes may enrich both sides.



**Lecturers from HTH share their experience with their colleagues at Kaye**



## Impressions from a Visit to a High Tech High School in San Diego

*Ibrahim Elbadour*, College Lecturer



A delegation of 29 educators from Israel set out for a week's visit to the community of High Tech High School in San Diego, California. The delegation included school principals, teachers and other educators. Prof. Lea Kozminsky and I were among the participants. The purpose of the visit was to learn about the characteristics, the pedagogy and the unique qualities of the schools in this community.

The concept of HTH sounds like the schools are technological schools based on online learning. However, we quickly understood that our conception was mistaken. HTH is based on the pedagogy of the schools, the responsibility of the students, the physical transparency of the classrooms and so, too the transparency of the learning and instruction.

The need for a different kind of education enabled a group of business professionals and educators to establish the community of these schools. In 2000, the first school was established, and today there are 12 schools, from kindergarten to high school, with different specializations. These schools are connected to industry in their regions. Each week, students go out for a day of field experience – in lawyers' offices, in hairdressing salons, and in other places, each student in his or her area of interest. The purpose is to enable students to learn the subject directly. At the same time, these factories and places of employment can identify potential candidates that they would consider hiring when they complete their college studies.

The schools belong to the students and the teachers. The students study in all the schools spaces, participate in staff meetings, and are involved in school policies. The students escort guests and tell them about the special things in their school, after they have received guidance from the school's staff. They take the full responsibility for their studies upon themselves.

**Project-based Learning:** The study and the teaching in the school are project-based. The teaching staff and students believe that they present an effective pedagogy, which offers multiple points of entrance for students with different learning styles and educational experience. Project-based learning enables the students to build the project by constructing concrete models of the projects' outcomes. This is experiential learning that connects the hands and the head.

The students' creations are also presented to the wider community. They invite parents to see the projects for themselves. They also publish their projects on the school's Internet site and some are printed as books and sold to the community.

*Kaye College warmly thanks The Gary and Jerri-Ann Jacobs Foundation for sponsoring the visit to HTH and for opening new horizons for the participants. Special thanks go to Yaacov Schneider, JITLI Director, for inviting representatives from Kaye College to join the delegation.*



**Prof. Lea Kozminsky and Ibrahim Elbadour with Rob Riordan, President of GSE and Ms. Laura McBain, Director of Policy and Research at HTH, San Diego**

# The Involvement of Kaye College in Education in the Negev Region

*Riki Borochevsky Hadad*, Head, Non-Profit Organization for the Promotion of Projects in Education, Culture and Sport



The NPO, Non-Profit Organization for the Promotion of Projects in Education, Culture and Sport was founded fifteen ago by the Academic College of Education, with the goal of sponsoring activities in the community as well as, initiating, developing and implementing programs in the areas of education, culture and sport. In this way, the NPO implements the vision of the college, Life-Long Learning.

Most of the educational programs run in the community: in day-care centres, kindergartens and schools, and they are intended for children and young people from the Ethiopian and other communities from low to outstanding levels of achievement. All these programs were developed by lecturers from the college,

who accompany them. Some of the programs integrate students as part of their teaching practicum while others involve interns and graduates of the college.

**In Day-Care Centres** a comprehensive program is run for need-identification and developmental progress, whose purpose is to help the children develop in the areas of cognition and language.

Two complementary programs are run in kindergartens: Firstly, "Letters and Numbers," which deals with preparation for the first grade and work on developing mathematical thinking and enriching language by using rhymed texts and secondly, "Movement in Kindergartens." The movement program is run in some kindergartens and develops language and mathematic skills.

Three programs exist in the elementary schools:

- A program for promoting excellence in mathematics is intended for pupils in grades 5-6 who have shown high achievement levels in mathematics. The program prepares them to cope with intellectual challenges in this area.
- A program operates in the 1st-2nd grades to develop reading and writing skills
- In the 3rd-4th grades, there is a program for language enrichment, using selections from scientific texts. In the 3rd grade, the topics are rare animals and in the 4th grade, the texts focus on geographic phenomena. Both of these programs emphasize broadening the child's knowledge of the world and develop conceptual thinking.

A number of shared guidelines directed the developers:

- The programs should respond to the real needs of the population of the Negev, for example, integrating immigrant children into the Israeli educational system.
- The programs should concentrate on developing the learning skills of children from weak populations and on cultivating excellence in the pupils with high levels of achievement.
- The programs should bring about cooperation between community bodies, such as regional councils, JDC Israel, the Educational Welfare Board, governmental ministries, etc.
- The programs that operate in the various educational institutions should provide the educational staffs with ongoing professional support. Those who implement the programs should maintain an ongoing dialogue with the educational staff and provide close direction, in this way contributing significantly to their professional development.





The educational programs have achieved much success, and they are running in other cities as well, such as Lod. In addition, those who are implementing parallel programs in other places in Israel come to the college and meet with program developers in order to become familiar with the programs and ways of working with them.

Two new programs have begun to operate in the college in the current academic year. The programs are intended for pupils from the Beer Sheva region and its surroundings:

- "The Success Center!" works with children from kindergartens who show difficulties in learning readiness and with pupils from grades 1-3 who have difficulties with reading and writing.
- "Akademon" is a program that focuses on pupils in grades 9-10 who are getting ready for their matriculation exams in level 5 mathematics. The purpose of the program is to develop students' mathematical thinking and to prepare them for academic studies.

The development of educational programs is a complex process that requires advanced planning, of all phases of the program's implementation and working with the staff and many resources.

These educational programs contribute a great deal, both to the community and to the college: the students are given an opportunity to become familiar with particular populations and to provide for their needs, the lecturers are given an additional sphere of activity for creating academic and practical knowledge, and the college, in this way, realizes its vision and becomes an influential agent in the educational life of the Negev.



**Representatives from Johns Hopkins University, Baltimore, Maryland learn about the PACT program as a model for the interrelationships between academia and the field**



# The Success Center

*Ilana Lugassi*, Director of the Center



The Success Center was established on the initiative of the Kaye Academic College of Education, and its purpose is to provide a personal, appropriate and professional answer for pupils in first and second grades who are having difficulty with reading and writing as well as for kindergarten children who show problems in reading readiness.

The center has only been operating since November 2010, but even so, about 20 children are already benefiting from its services, and their number is growing from week to week. This response testifies to the satisfaction with the services rendered so far, on the one hand, and to the need in the south for professional service of this kind on a high level, on the other.

The center's staff includes teachers who are experts in the field of reading, as well as students who are majoring in reading and writing instruction. The staff receives close practical and theoretical guidance from the center's director, based on practical and theoretical knowledge accumulated over the course of many years.

Ms. Lugassi, the director of The Success Center, expresses concern over the fact that children from families of limited means are not able to take advantage of the center's services, despite the relatively modest costs. She has promised to find financial support to make it possible for these children to receive the help they need.

The center's staff plans to expand its services to include working with parents and with the schools, on the model of in-service training organizations, giving lectures and guidance in specific areas. All these services will be given on the basis of a broad professional perspective, with the understanding that the contribution of the parents and the teachers to the progress of the children is decisive. In addition, the staff hopes to establish a rich physical infrastructure of learning materials, supplies, computers and educational software, and to integrate additional professionals, such as a communication expert, an occupational therapist, an educational psychologist and an arts counselor, all in order to respond to the educational and emotional needs of the children.

Kaye College attributes great importance to the work of the center and its success, and therefore has made it possible for the center to receive professional support from the evaluation unit of the college.

Kaye Academic College of Education sees in the Success Center an additional opportunity for promoting educational achievement and responding to the needs of the community.

*Ms. Ilana Lugassi, a well-known expert in the field of diagnosis and treatment of reading and writing difficulties, and the developer of the program, "Enjoying Reading and Learning," which runs in many schools in Israel, is director of the center.*



**Ilana Lugassi works with a child and his mother at the Success Center**



## The School for Visual Arts: Facing the Community

*Margalit Sheli*, Director, the School for Visual Arts

*Riki Borochofsky Hadad*, Head of the NPO



The School for Visual Arts serves as a center for the study of visual arts in the Negev. From the time when it was established in 1976 to this day, the school has served as a creative space for artists. Due to its location in Kaye College, it also serves as a place for interaction between academics and people involved in the arts in the region.

The school offers courses in a variety of artistic disciplines, as well as a program for training instructors who are hired at the end of their studies for work in community and rehabilitation centers. It features a broad community-based orientation and works to bring special populations together through its artistic and cultural activities.

This year, the school has held cultural and artistic activities that are open to the public: exhibitions, gallery talks, visiting artist classes, life-drawing marathons, ceramics workshops, festivals and lectures.

One of these activities was realized in recent years with the help of "The Colleges Project," which was founded with the help of AKIM (The National Organization for the Rehabilitation of People with Mental Disabilities in Israel) and the Office of Welfare and Social Services, the branch for the care of people with mental disabilities.

Three courses, designed to meet the needs of the special students, were given in this framework.

The first course dealt with the art of paper, the recycling of paper and the art of ecology.

The second dealt with techniques in sculpture, and it brought the students gradually from two-dimensional sculpture to sculpture in three dimensions. The subject of the third course was "In the real world, in the paths of artists." In the context of this course, students were exposed to the particular viewpoints of a number of artists, and they experienced techniques in drawing, printing, paper-cutting, plaster casting and mixed media.

These courses combined theoretical study with hands-on creative activities. Each course concluded with an exhibition where the participants displayed the works they created.

One student wrote about the course: "You taught us to draw, to rejoice in the joy of life and to express feelings through art and painting."

Participants reported that studying at the college made them proud. Their experience sparked the idea of creating a study program for people with special needs.

We hope that this project and ones like it will be continued, because "this melody cannot be stopped."



At the art exhibition

# Life Long Learning at Tarshish, School for Senior Citizens

*Hanna Blau*, Director of the School



"Tarshish" – A School for Senior Citizens, in Kaye Academic College of Education, is operating at a time when society relates to seniors as a population whose "time has passed." In contrast to this conception, gerontologists say that wisdom increases with age. The accumulated experience of intellectual and practical knowledge characterizes the potential that exists in older adults. The close connection between old age and wisdom comes to expression in all cultures, in literature and in art, and so too in Judaism.

Today's seniors belong to the generation of the founders of the State. Many are Holocaust survivors and veteran immigrants, people who gave the best years of their lives to the country, to establish its security, build its educational system, its industries, etc. They also had to build homes and families, and therefore they did not always have the resources and enough free time to develop themselves.

When these people reach retirement age, they want to do something for themselves that perhaps they had not succeeded in doing it in the past.

At the same time, technology has developed, dramatic changes have taken place and life has changed rapidly. A way to deal with some of these changes may be found in life-long learning.

The goal of the "Tarshish" School for Seniors in Kaye Academic College of Education is to provide an answer to the intellectual, social and cultural needs of the seniors of the Negev. Many older adults are looking for a way to enrich themselves during the years after retirement, and this has created the need for frameworks such as "Tarshish." In "Tarshish," a diverse group of students from the cities, kibbutzim, towns and moshavim, study together. When they return to the community, they bring along the insights they have gained in the process of study.

In the 2010-2011 academic year, 380 students and 23 teachers participated in "Tarshish". They were offered a variety of 38 courses from different areas of study, including courses for the development of thinking in the third age. Cultural and social encounters, field trips, exhibitions were also arranged.

Idea and vision, thinking and doing, education and culture meet in "Tarshish."



**Representatives from the Ministry for Senior Citizens observe a ceramics workshop**





## “A Cricket Happening” at Kaye College, Beer Sheva: An Initiative to Bring Bedouin and Jewish Children in the Negev Closer Together

*Orit Vazana*, Head, Public Relations Department



A “Cricket Happening” for children from schools in Beer Sheva and Hura took place at Kaye College. The event was held in the framework of the visit to Israel of representatives of the British foundation “Cricket for Change,” which works by using cricket games to bring about social change among children and young people at-risk, creating bridges between cultures in order to bring different populations closer together.

This was the second visit of members of the foundation to Israel. On this visit, they focused on building and strengthening connections between children from the “Afik” School in Beer Sheva and children from a school in the Bedouin town of Hura. For two days, they ran activities with the children in the schools and with students in the Physical Education Department in Kaye College and taught them the rules of the game of Cricket Street 20. “The Cricket Happening” took place on the playing fields of the college, concluding with a moving ceremony in which certificates and participation medalions were presented to the children.

This event for the Cricket for Change Foundation took place with the cooperation of the Cricket Union in Israel, The Kaye Academic College of Education, Beer Sheva, and the Sports Department in the Hura Regional Council.



**Sports as a way for mutual understanding and  
peace between Jewish and Bedouin children**

# Study Day, the Center for Parenthood and Family: "From Selfhood to Strength"

*Nurit Kohavi*, Head, the Center for Parenthood and Family



A study day entitled "From Selfhood to Strength" was held for the professionals who work with parents in the Center for Parenthood and Family in Kaye College. The purpose of the study day was to place on the professional agenda the concepts and work tools that relate to processes of group facilitation and the empowerment of the individuals within them. These ideas find expression in the developing field of positive psychology, which deals with inner strengths as a resource for coping with and preventing dangerous situations for the individual, his family and in the community.

About 120 people participated in the study day: students in the parents' facilitation department, parental facilitators, social workers, educational counselors, public health nurses, kindergarten teachers, and representatives of various agencies in the community that work together with the Center for Parenthood and Family. This professional diversity had a common denominator: all of them work with parents on behalf of the community.

The day opened with words of welcome from Prof. Lea Kozminsky, President of the College; Dr. Heftsi Zohar, Vice Mayor, in charge of Education, Ms. Einav Lok and Ms. Riva Cohen, key figures in the Ministry of Education. Everyone acknowledged the importance of selfhood, self-image, self-esteem as an agent in the promotion of personal resilience, and the strength of the individual and the community.

Nurit Kohavi, the Director of the Center for Parenthood and Family, opened the day with warm words of thanks to Dr. Yehudit Zamir, who has directed the center for the past 8 years and advanced its activity significantly. Next, Dr. Ruth Ganel gave the main lecture: "From Facilitation of Parents to Empowering Parents." The lecture related to the complexity and difficulty of recruiting parents to study and to discuss parenthood, and about ways of dealing with the topic.

Dr. Ganel's lecture was relevant both to future parental facilitators and to facilitators active in the field.

After the lecture, participants in the seminar day assembled for group work using different tools of expression: psychodrama, art, and educational card games. In these workshops, the participants experienced processes of individual empowerment as professional and personal provisions for their work. The short study day garnered many praises.



Study day at Kaye College



## *Eulogy for the late Mrs. Polly Eisenberg*

We mourn the passing of a very dear friend and colleague- and a very special teacher.

When Polly came to teach at Kaye College in the English Department, she automatically gravitated to the weaker students with whom she had a special relationship. During her eighteen years at the college she taught regular students and new immigrants but

the students in the Mechina ( Pre-Academic Studies), those who had experienced failure in English and for whom the Mechina was a last chance to get ahead, were her favorites.

Polly received them with a sense of purpose and devotion which few teachers possess. During her years at Kaye she studied at Bar Ilan to gain the expertise to work with dyslexic students. She pushed and prodded those students with love toward their goal- often giving them hours of private tutoring. Many students from the Mechina have Polly, or as her Bedouin students called her, Bolly, to thank for their being able to continue their education.

I grew close to Polly during the many sessions we shared working on syllabi for the English Department. She was never too busy to lend a helping hand. The existence of reading syllabi for each course level would not have been possible without her contribution.

Polly's zest for life enhanced all that she did. She loved people, new places and the beauties of nature- whether it be the trips with Society for Protection of Nature or travel to Kenya and Ireland which we experienced together.

For all of us who knew and loved Polly, her passing leaves a void- but the way she lived her life is a lasting memorial.

Rananah Gold

### **In Memoriam**

*Mrs. Polly Eisenberg*



*With deep sadness we mourn the untimely  
passing of our dear friend and colleague*

*Mrs. Polly Eisenberg*

*May her memory be a blessing.*

*Administration and Faculty  
Kaye Academic College of Education*





# *Congratulations!*

## *Mazal Tov to the Pears and Kaye Families*



*The Kaye College extends a hearty Mazal tov to the Kaye and Pears families on the birth of Michael Oliver, a son to Jennifer and David Pears and grandson to the Kaye and Pears families. Michael Oliver was born on March 18, 2011, in London, England.*

*We wish good health, happiness and success to the newborn baby and many moments of joy and pride to the respective families.*

*In commemoration of this joyful event, the College planted a pomegranate tree in the botanic garden of the Kaye Academic College of Education.*

*A pomegranate tree was chosen because it is one of the seven species mentioned in the Bible. Pomegranates, in the literature of the Bible, have come to embody fruitfulness, beauty, honor and sagacity. The fruit has been often placed alongside King Solomon; it is seen as a metaphor for righteousness.*

*The pomegranate is said to have 613 seeds which corresponds to the 613 Mitzvot devout Jews strive to uphold.*

*May Michael be blessed with these same 613 blessings throughout his life.*

Professor Lea Kozminsky, Kaye College President  
and the Kaye College family



**Ms. Dina Gidron, representative of the Pears Foundation, with Prof. Lea Kozminsky, College President, Michael Mohnblatt and Dr. Riva Levenchuk at the tree planting ceremony**



## *New Positions at the College*

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*We warmly congratulate our colleagues  
upon assuming their new positions at the college:*

**Ms. Merav Asaf**, Head of CETI

**Dr. Esther Cohen-Sayag**, Head of the Special Education Program

**Dr. Amnon Glassner**, Head of Education Studies and Head of Informal Education Dept.  
(youth at risk)

**Dr. Olzan Goldstein**, Head of the Research Authority

**Ms. Talia Weinberger**, Head of the Early Childhood Education Program



## *Retirement*

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**Dr. Gadi Ben Shalom**

**Dr. Ariela Gidron**

**Ms. Ruth Gonen**

**Dr. Natalya Kokolonsky**

**Dr. Shoshana Steinberg**

*May you find much happiness and  
fulfillment in the years ahead*

## Recent Publications

*We congratulate the authors of the newly published books and wish them continued success in their writing endeavors*

Rivka Bakalash

**From Body to Skin: Dorit Feldman: Three Decades**

Dr. Nurit Basman Mor

**Between Language and Philosophy: Noam Chomsky in a New Light**

Dr. Tali Ben Israel

**From Theory to Practice: Physical Culture of Pre-State Israel**

Prof. Daniel Sivan and Dr. Haim Dihi

**Aramaic-Hebrew Dictionary Ariel**

Dr. Rachel Kroupp

**Young People's Vision of the World**

Ilana Lugassi

**Reading & Learning with Pleasure**

Dr. Ilana Zur

**The Same but in Another Way: Holistic Approach (Health)**

## College Magazine - "Voices"



Just as education speaks in many voices and tones, so does the new magazine, **Voices**, cast a light on the unique aspects of the college. **Voices'** impressive visual layout invites the reader to explore the relevant and informative content of each article. The editors, **Professor Anat Keinan and Dr. Erga Heller**, have created a magazine which is a proud new addition to college's publications. May you go from strength to strength!





## *Professor Lea Kozminsky*

### *Keynote Speaker at the ATEE Conference*

Prof Leah Kozminsky, Kaye College President, is an invited keynote speaker at the ATEE (Association for Teacher Education in Europe) International Conference that will take place in August, 2011, in Riga, Latvia. We are proud that Prof. Kozminsky has been chosen to deliver a keynote address at this international event. The invitation highlights her expertise and professionalism in the field of education. We wish her every success at the conference.



## *Professorship*

We extend our greetings to **Professor Arnon Edelshtein** on being granted the title of professor and wish him many years of fruitful work and personal fulfillment. Professor Arnon Edelshtein is a criminologist, academic advisor for the Youth at Risk Department.



## *Inna Oknin Smirnov*

### *Invited to a Six Week Seminar in the USA*

Inna Oknin Smirnov, Head of the English and EAP Departments, was selected to participate in the six week course at the United States Institute (SUSI) that takes place at the Institute for Training and Development in Amherst, Massachusetts.

**We would like to express our deepest thanks to the Public Affairs Office of the USA Embassy for their warm support of the college.**

## *In Appreciation of our Supporters*

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

- Mr. Geoffrey Kaye and Family
- Ministry of Education
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- UJA
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- Mr. Malcolm & Ms. Paula Bowman
- Fredi Rose, of blessed memory
- Ms. Leni Ehrenberg
- The Rich Foundation
- Israel Commission for UNESCO, Ministry of Education
- The Joseph S. and Caroline Gruss Life Monument Fund
- Ministry for Senior Citizens
- The Guidance Division for Discharged Soldiers
- The Society of Advancement of Education
- SHEFI, Ministry of Education
- The Anti Drug Authority
- The Anti Violence Organization
- Perach
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- Start Up
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**Dr. Riva Levenchuk,**  
Head of Foreign Affairs  
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