Seeing the Child

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1 author:

Yehuda Bar Shalom
Universidad Hebraica, Mexico City
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YEHUDA BAR SHALOM

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Seeing the Child: An Assessment of a Psycho-social Teacher Training Approach

Yehuda Bar Shalom, The David Yellin College of Education, Israel

Abstract: This article presents findings from a study that used qualitative and quantitative measures in order to assess the quality of instruction in an innovative teacher training program at the David Yellin College of Education in Jerusalem. The program aims to prepare future teachers to deal effectively with the emotional and educational needs of students in processes of risk and dropout. The researcher engaged in in-depth interviews with students and staff members, as well with comparative interviews with students and staff from a similar college who did not train its teachers with this approach. An identical questionnaire was administered in both colleges. It was found that indeed, the training at the David Yellin College prepared students effectively to work with at risk students. The future teachers felt that they have tools to penetrate the sometimes closed and confined world of at risk students. The questionnaires also showed significant differences, in favor of the David Yellin students, in the psychological and pedagogical readiness areas. We conclude that the psycho-social approach at the Yellin College seems to train educators to take into account societal, familial, and cultural aspects of each child's learning style and capacity.

Keywords: Assessment of a Teacher Training Program, Psychosocial Approach, Teacher Training.

Introduction: The Context of the Likal Program and the Inculcation of the Program Approach in The David Yellin College of Education

For approximately a decade (as of 2012), The David Yellin Academic College of Education has implemented a teacher training program based on the psychosocial educational approach (see Mor 2006, 10-32, Mor & Bar Shalom 2007, 2-8). This approach can also be referred to as the Likal approach (Likal - a Hebrew acronym for "teaching children it is difficult to teach" that also means "it's easy for me.")– i.e. an approach that enables the teaching of children who are difficult to teach. The Likal approach calls for the expansion of the function of the teacher. According to this approach, the teacher is a professional who understands that working with children who are difficult to teach demands a broader perception of the profession. The teacher must be equipped – i.e. she must undergo training – that enables her to address the student from an optimum perspective that identifies the different social systems to which the student is connected, shows an awareness of social and political issues, and is capable of identifying and using effective tools for teaching children according to their specific needs, inclinations and abilities (Mor and Bar Shalom 2007, 3-8).

Historical Background about the Likal Approach

For Mor (2006), who developed with other colleagues the psycho-social approach at the Ashalim association, the key to efficient work with children it is difficult to teach lies in a personal educational relationship. According to this approach, professionals working with children who are difficult to teach draw on their own personal experience and develop a strong awareness of their own processes of change and growth. She adds that it is important to enable the emergence of optimal relations of affinity that encourage a profound and personal acquaintance with the students. This ensures that the students see the teacher as an authoritative adult who is capable of attending to their needs. Mor highlights the need for a pedagogy of adaptation – i.e., an ability on the part of teachers to adapt educational and teaching methods to meet the students personal, interpersonal and developmental needs (see Mor 2006, 22). It should be noted that Mor's approach, with its strong emphasis on interpreting the emotional condition of both the student and the teacher, is echoed in recent studies examining the quality of teachers as a contributory factor in efficient

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teaching. Since the turn of the century, a strong emphasis has been placed on optimal relations between teachers and students and on interpreting emotional situations as a catalyst for advancing students with difficulties. (see Aharonson and Bar Shalom 2010, 18-29, Croninger and Lee 2001, 548-81, Ang 2005, 55-74). Mor's emphasis on the pedagogy of adaptation is also reflected in contemporary studies (see, for example: Hamre and Pianta 2001, 625-38, Hamre and Pianta 2005, 949-67, Hamre and Pianta 2007, 49-84, Stein et al, 2007, 319-69).

In other words, the student teachers in this particular program enroll into a training module that is expected to be a holistic and integrative study experience designed to enhance their ability to understand the child in the deepest sense of the word, to help him/her in core study areas, and to act from an informed and critical perspective. We will examine below some of the perceptions the students developed following their participation in the program.

The Research Approach – A Qualitative Case Study including Quantitative Findings

This study presents a qualitative case study that also includes quantitative findings. On the one hand, we felt it was important to present the voices of the teachers and student teachers in the program and understand how they interpret their participation in the project, and to do so in a multidimensional manner (see Dayan 2002, 60-75). At the same time, however, it was also important to us to present quantitative data in order to clarify whether validation is present or, to adopt a more conservative goal, to ascertain the presence of a quantitative echo of the qualitative findings. As we will see in the report below, the researcher chose to adopt a common strategy in combined studies and to present the qualitative and quantitative sections separately. It would seem that such a separation facilitates the reader's understanding of the manner in which the findings were obtained, in the context of the presented methodological approach (see Morgan 1988, 368-76, Morse 1991, 120-23, Creswell 1994). However, as we will see, the qualitative and quantitative findings presented in this study are complementary.

The Research Question – The Qualitative Section

The broad question guiding the researcher was: How do faculty members and student teachers perceive the training in the spirit of Likal in the elementary education track at David Yellin Academic College of Education?

Secondary Questions Were:

- How do they perceive the various components of the program: Didactics, pedagogy, workshops and teaching practice?
- What were their attitudes toward the integration of children who are difficult to teach in the school?
- Regarding faculty members, another broad question was: How do faculty members perceive their role in the Likal program?
- The secondary questions focused mainly on the manner in which the lecturer views the program as an integrative whole and views his/her role within the program.

Research Population

In the framework of the qualitative section, the following interviews were conducted at David Yellin College:

- Four teachers in the program

- The head of the program, Dr. Smadar Galili (head of the Elementary Track at the College)
- Ms. Miki Gerber (coordinator of the Likal program and liaison with Ashalim – JDC-Israel)
- Participatory observation: The researcher participated in a three-hour meeting of the subject lecturers and pedagogic instructors in the program (16 participants). The session was held on the initiative of the program head, Dr. Smadar Galili.
- The researcher also held numerous informal discussions with student teachers and faculty members in the program. He noted the content of the discussions immediately after they took place.

At the Other College:

- After contacting the program head at another college, the researcher interviewed a group of five student teachers in the elementary education track at this college.
- In addition, an identical quantitative questionnaire including 27 questions was distributed to 24 second- and third-year student teachers at David Yellin College and to 32 second- and third-year students at the other college.

Data Analysis

After revising the material and examining the texts, the researcher identified several categories that emerged from the texts through a process of inductive reflection (for discussion of inductive analysis in qualitative research, see Merriam 1988, Thomas 2006, 237-246). These categories were repeated a large number of times by participants in the research. The categories raised during the research also helped the researcher and the team to formulate questions for the quantitative questionnaire, as will be explained in the section on the quantitative questions.

Findings – The Qualitative Section

During the study, the researcher recorded and later transcribed all the interviews. He also recorded in writing most of the comments made during the meeting with 16 subject lecturers and pedagogic instructors. It may be assumed that the researcher was influenced when developing the categories by his prior acquaintance with the Likal method (Bar Shalom 2007, 10-15, Mor and Bar Shalom 2007, 3-8). However, he attempted as far as possible to allow the categories to emerge from the text, rather than seeking predetermined categories in the text.

The Following Categories Were Particularly Evident during the Process of Data Analysis:

"We Cover it All" – A Sense of a New, Coherent Language Unifying Different Fields of Content

If the intention of the program was to create a new language in teacher training that combines and blends the fields of content of didactics, sociology and psychology, it appears to have achieved this goal, at least according to the perceptions of the teachers in the program. Many faculty members emphasize the fact that the training "covers it all." In other words, the lecturers clearly sense that the program integrates different fields of content, raising the level of self-awareness among the student students and encouraging them to encounter their own humanity and that of the children, while providing enhanced pedagogic and didactic tools. M., one of the senior instructors in the program, commented on the backdrop to the program and its current role (in the following quotes, all the comments in parentheses were added by the researcher in order to complete or explain the context of the remarks):

> There is a profound attention (in the program) to the deeper aspects of the profession, to our humanity and that of the children. The emphasis is on context and relationships. On the one hand, there is significant inspiration from and respect for this world (psychological fields of content), and on the other hand there is professionalism and strategy (i.e. didactics and pedagogy). This is no trivial matter and it was not achieved overnight. Five years ago, we heard more complaints from student teachers about the difficulties they encountered in coping with complex classes. These comments made us think (i.e. made the elementary track consider the need for change). There was a feeling that the graduates (of the elementary track) and the principals who received them were insufficiently prepared. This created the possibility to bring into the track the world of content we had studied in Ashalim. We were enriched by a world of content that has a strong affinity to developmental psychology, in the sense of understanding relationships in general and the relationships between teachers and students in particular. This is combined with a deeper understanding of the fields of pedagogy and didactics through an affinity to the children's emotional worlds. The approach also offers a deeper understanding of the field of sociology, that is – seeing the children not as an isolated entity but as a subject who lives in a given environment and has their own cultural baggage – just like us. We realize that fixed ideas sometimes lead to processes of alienation and exclusion. In the Likal program, which drew its inspiration from Ashalim, an opportunity was created to connect these fields of content. A new sphere of affinity was developed that brings together different areas relevant to development. We examine how pedagogy and didactics are combined so that teachers do not have to send children to experts. This is the product of a process of learning and reflection in which we have all played our part. Everyone had an influence (i.e. all the track lecturers who participated in the discussions). The (Likal) approach has a life of its own.

M.'s comments highlight the context of student teachers who felt they lacked the tools to cope with complex classes, and principals who felt that the new teachers were not prepared for work in the field. Her comments suggest that the frustration and dissatisfaction she reports in the track in the recent past created fertile ground for changes in the spirit of the program, adopting an approach closer to that of psychosocial teacher training. Interestingly, M.'s comments are supported by E., a veteran lecturer in the track who in the past has filled senior positions in the college in general and in this track in particular.

During the meeting with the program faculty, E. commented:

> I would like to thank (all those involved in this effort). I am glad to be here. I believe that we have really seen the spiral (i.e. the change in educational practice in the spirit of action research). In the past, we devoted three hours to didactics. We had plenty of time – three hours a week for a whole year (following the reforms of the early 2000s, all the teacher training colleges cut the number of hours devoted to didactics – YBS). A lot of the topics that are now included in the program were under our mandate. Sometimes we were successful and sometimes not. Didactics was a catch-all concept – everything was thrown under this heading. The function of didactics was to organize your identity – "Who are you, the teacher?" – with all the different teaching approaches in a toolbox. But now there is order, sequence and theory. I really hope that this method enables the student teachers to come out of the process with something complete. I should add that it isn't always easy to engage the students in (Likal-style) discourse. Some of them feel that they don't always want to be delving into their own souls. Maybe we should consider postponing the (self-awareness) workshops to a later stage of the training process.

The lecturers' comments are supported by the remarks of one of the student teachers:

> I feel that the program combines different worlds. It includes extensive knowledge about the child's personality as well as didactic knowledge. In terms of emotional understanding, I got a lot out of E.'s course. D.'s class last year was also very good and gave us tools for understanding the child's situation. I also have a lot of pedagogic knowledge know – how to cope with a heterogeneous class, how to reach as many students as possible and optimize my response to their needs. S. and A. are both great lecturers; if I feel that I need to enrich a class, I know that they will offer me plenty of ideas.

Another student adds:

> This is an excellent program. It should be included in all the tracks, because there are so many children in each class who need help and it's really important to know how to treat them and work with them. As students, we really benefit from the pedagogic principles and the emotional tools. It's amazing that I now have the tools to understand the child and to gain a deeper understanding of all his problems.

These representative comments support the characterization of Likal as a program that "covers it all." Typical points include the careful blending of emotional content – in the sense of a familiarity with psychological theories and in the sense of heightened self-awareness and the potential to contain the child in the class – and didactic themes that enhance the student teachers' ability to map the class in general and the needs of each student in particular.

Taking the Theory into the Field: A Sense of Capability and Success

Will I be able to cope with the challenges of teaching in school? Student teachers frequently ask themselves this question during the course of their studies. Bandura defined "self-efficacy" as the individual's belief in their ability to cope with the tasks with which they are presented (Bandura 1977). He argued that individuals with a strong sense of self-efficacy will develop higher self-expectations and will seek diverse arenas in which they can prove their capability. In a sense, the process here is one of a self-fulfilling prophesy. During the interviews with the student teachers, it emerged that the program reinforced their self-efficacy as professionals capable of coping with complex challenges:

> In my teaching practice I can see this even in the small details. I approached one boy and said, "I can see that you're finding this difficult." This opened up a conversation that enabled me to understand the cause, rather than focusing only on the symptom of his behavior. I got that idea from E.'s course. He warned us that these tools aren't magic tricks. Another time, for example, a student was nervous about me because he wasn't used to this kind of language. But I've had successes, too, and it's clear to me that if I was the class teacher I would have managed in this process, because the boy would really have felt that he counted.

Another student teacher adds:

> I feel that as an educator I have an ability to see each student. At the moment I'm diagnosing the film Bonjour Monsieur Shlomi (one of the lecturers uses this Israeli film in a class exercise and asks the student teachers to "diagnose" the lead character). During teaching practice, I encounter some students who have emotional and academic problems and I refer them to the class teacher and suggest various approaches. The class teacher

> accepts my comments in a very positive spirit. They (educators in school) help us by providing information about the child – about their family and emotional issues. The educator provides all the information. Eventually he sees that there are other solutions (suggested by the student teacher). I also intend to meet with the counselor and think things through – I have all kinds of suggestions. I find it exciting that although we are still students we can already help children that it is difficult to teach. In my experience, even when there is a real problem it's still possible to find a way to help the child.

Another student describes her experiences:

> During my teaching practice I had a chance to use what we'd learned. I had five children who needed various kinds of help. At D. School in H., there are a lot of divorced families. At the beginning of the year it tore me apart (to see the impact of divorce on the children), but I got help from the mentors (the lecturers in the program) in order to reach a boy who I felt had been abandoned by the school system. I underwent a change, instead of feeling frustrated I felt that I was serving as a point of light (for this boy) once a week. All the teachers had given up on him at some stage, but I felt that I managed to achieve something through my encounter with him.

The representative comments of all these three students reflect a sense of capability based on their experiences in the field. However, it is important to emphasize that this field experience is not divorced from training. As we saw in the previous section, the student teachers are aware of the connection between theory and field work and they show a strong ability to engage in reflection, passing from theory to praxis and vice versa (on the importance of reflection in teacher training, see Schön 1991, 70-82). In other words, alongside a sense of self-efficacy that proves itself in "small moments of success" during teaching practice, they also develop considerable skills in reflection in the course of their training.

Quantitative Findings

The Quantitative Questionnaire - Formulating the Questionnaire

The researcher sent Dr. Smadar Galili and Ms. Miki Gerber a list of some ten sample questions which he felt covered different layers of the Likal training. Dr. Galili and Ms. Gerber added numerous additional questions, creating a questionnaire with over 20 questions. This version was then sent to another colleague, Dr. Einat Guberman, who provided additional comments and questions. The end product was a questionnaire including 27 questions and based on a scale from 1 to 5. (See questionnaire in appendix) The questionnaire covers numerous aspects on which its authors chose to focus. After examining the questionnaire, the head of the track at the other college agreed to use it in his institution. He also enabled the researcher to interview five student teachers at a similar stage of their studies to the interviewees from David Yellin College.

The questionnaire was distributed to 24 second- and third-year students at the college that implements the Likal program and to 32 second- and third-year students at the college that does not run a program in the Likal spirit.

Analysis of the Questionnaire

The researcher was assisted by Prof. Yitzhak Gilat from the Research Authority in the MOFET Institute. After discussing the significance of the questions in the questionnaire, the questions were grouped in the following categories:

1. Inner resources (does the student teacher feel that she has the resources to cope with students it is difficult to teach) – questions 1, 2, 3, 4, 5, 10, 16, 17, 24, 25, 26, 27

2. The student teacher's attitudes toward work with children it is difficult to teach – questions 7 , 8, 11, 12, 22, 23
3. Personal development (of the participants in the program) – questions 6, 9.
4. Participant's assessment of the quality of the program – questions 13, 15, 18, 19
5. Future expectations and plans (how will I cope with children it is difficult to teach) – questions 14, 20, 21

After defining these five categories, the reliability of the categories and of the questionnaire as a whole was calculated using Cronbach's alpha coefficient. The following results were obtained:

A. Resources = 0.85
B. Attitudes = 0.71
C. Personal development = 0.86
D. Quality of program = 0.72
E. Future expectations = 0.65
F. Overall score for the questionnaire = 0.85

All the reliability scores are satisfactory. Six general indices were then calculated – one for each category and one for the questionnaire as a whole. The indices were calculated on the basis of the average statements included in the categories. In order to examine distinguishing validity, Pearson correlation coefficients were calculated between the categories. The results are presented in Table 1.

Table 1: Pearson Correlation Coefficients between the Categories in the Questionnaire

Correlations

		Resources	Attitudes	Personal Development	Quality of Program	Future expectations	Overall Score
Resources	Pearson Correlation	1	.410**	.442**	.550**	.481**	.891**
	Sig. (1-tailed)		.001	.000	.000	.000	.000
	N	56	56	56	55	55	56
Attitudes	Pearson Correlation	.410**	1	.431**	.157	.541**	.685**
	Sig. (1-tailed)	.001		.000	.127	.000	.000
	N	56	56	56	55	55	56
Personal Development	Pearson Correlation	.442**	.431**	1	.583**	.283*	.653**
	Sig. (1-tailed)	.000	.000		.000	.018	.000
	N	56	56	56	55	55	56
Quality of Program	Pearson Correlation	.550**	.157	.583**	1	.235*	.647**
	Sig. (1-tailed)	.000	.127	.000		.042	.000
	N	55	55	55	55	55	55
Future Expectations	Pearson Correlation	.481**	.541**	.283*	.235*	1	.676**
	Sig. (1-tailed)	.000	.000	.018	.042		.000
	N	55	55	55	55	55	55
General score	Pearson Correlation	.891**	.685**	.653**	.647**	.676**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	56	56	56	55	55	56

** Correlation is significant at the 0.01 level (1-tailed).
* Correlation is significant at the 0.05 level (1-tailed).

The correlations between the categories are moderately statistically significant, suggesting that although the categories belong to a common field of content, each category also has its own distinct meaning.

Comparison between the Two Colleges Relating To Each Category (Second and Third Years Together)

In order to examine the differences between the two colleges regarding the categories included in the questionnaire, a T test was performed to compare the two colleges for each of the indices. The results are presented in Table 2 and Diagram 1.

Table 2: Comparison between the Two Colleges for the Categories in the Questionnaire

Category	David Yellin		Other College		Significance
	Average	SD	Average	SD	
Resources	3.51	0.51	3.21	0.65	0.03
Attitudes	4.10	0.51	3.73	0.71	0.02
Personal Development	4.10	1.01	4.01	0.78	NSS
Quality of Program	2.88	0.81	2.76	0.76	NSS
Future Expectations	3.87	0.93	3.33	0.76	0.01
Overall Grade	3.65	0.43	3.34	0.55	0.01

NSS = not statistically significant

Significant differences were found between the two colleges in terms of resources, attitudes, future expectations, and the overall evaluation of the program. In each of these indices, the score for David Yellin was higher than that for the other college. More specifically: the internal resources for coping with children who are difficult to teach were perceived as higher by the student teachers at David Yellin; attitudes toward children who are difficult to teach were perceived as more positive by student teachers at David Yellin; and the future expectations of the student teachers at David Yellin were perceived as more positive. Similarly, the overall grade reflecting all the categories was higher for the student teachers at David Yellin.

Discussion and Conclusion

A strong affinity can be seen between the verbal testimonies of student teachers from David Yellin College and the quantitative scores obtained. Regarding inner resources, both programs give the student teachers a moderate to high sense of having inner resources, although there is a statistically significant difference in favor of David Yellin College. The combination of thorough work on didactic resources and tools relating to the field of interpersonal themes and emotional interpretation presumably give the program at David Yellin College a slight advantage due to the broad attention to the needs of future teachers. This assumption is supported by the finding regarding attitudes toward children who are difficult to teach. Both colleges show a high score in this field but again the tools provided at David Yellin College, including practical illustrations in the field during teaching practice, would seem to explain the gap in favor of David Yellin. The same factor may explain the higher score found in David Yellin College regarding the sense of self-efficacy in future work in the field with children who are difficult to teach. Both programs provide the student teachers with a sense of personal development and yield high scores, though both could aim to improve further the perception of the overall quality of the training program.

The findings of the interviews in the other college are of some use in understanding the gaps found in certain categories. Since this study focuses on David Yellin College, we will confine ourselves here to a brief summary of representative comments. The narrative presented by student teachers at David Yellin College (and echoed by the lecturers) praises the integration between the emotional and didactic fields of content as one that can meet the needs of children it is difficult to teach. The discourse of the students at the other college shows a slightly lower level of confidence,

with less emphasis on the emotional and didactic tools required in work with children who are difficult to teach. When they were asked specifically about this point, the student teachers from the other college praised lecturers who emphasized this field, but there seemed to be less of a sense of a unified and clear language and less concrete supervision on these issues during the course of the training at this college. In other words, the student teachers at the other college praised the individual elements of the training program, but their comments did not reflect the integrative approach embodied in the phrase "it covers it all" – an approach that seems to foster a different language at David Yellin College. Some support for this assumption can be found in the simple comments of two student teachers who were invited to offer a metaphor symbolizing how they see training in the Likal spirit. Although they did not exactly provide a very rich metaphor, their comments certainly epitomized their understanding of the program's meaning:

> S.: My metaphor to describe the Likal program: "A tool that helps us, as student teachers, to meet the students' needs and to understand how to behave in order to help and reach them." This is an important tool, and I personally have already drawn on it and used it in my teaching practice.
>
> Y.: The metaphor I thought of is that the program equips me with a basket of tools. I mean that I learn different ways of diagnosing students who have problems and how to give them the best possible opportunity. This basket of tools includes elements that focus on the student's needs, both in psychosocial and pedagogic terms, but also tools that relate to me and the way I shape myself as an educator. In other words, the program encourages self-reflection, examination and the consolidation of our educational agenda.

In conclusion, this study offers a modest but important contribution. It adds to the existing bodies of knowledge regarding the effectiveness of the psychosocial (Likal) approach as a tool for working with at-risk children and children who are difficult to teach. This study focuses on a program at a teacher training college. The study is confined to the feelings of the student teachers during their training and teaching practice, and does not claim to predict their future behavior in schools. The principal weakness of this study, then, is that we cannot predict how these new teachers will actually function in the field. Nevertheless, we are convinced that the young teachers who completed their training in the Likal spirit at David Yellin College enter the field of practice with a higher sense of self-capacity, and with a language that "covers it all." This language has much to offer the field of contemporary Israeli education, which has a desperate need for educators capable of meeting the needs of many children whom, for numerous and complex reasons, are difficult to teach.

And as for the future, we would like to conduct a follow-up research with the program graduates. We would like to see how the teachers who were trained in the Likal approach handle themselves in daily work when dealing with the challenges of helping children who are difficult to teach.

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Appendix:

The Likal Questionnaire – David Yellin College and the Other College

Dear student,
We are interested in hearing how you perceive the training program in the elementary track. We would be very grateful if you could complete this questionnaire. Please score how much you agree with each of the statements.

1. I have the ability to teach successfully in heterogeneous classes	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
2. I have tools responding to the academic needs of children it is difficult to teach	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
3. I lack tools for individual work with children	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
4. I have tools for teaching groups successfully	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
5. I have tools to work effectively in situations when children cross the borders	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
6. The training program at the college was an opportunity for personal growth for me	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5
7. For me, children who find it hard to learn are very frustrating	Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

8. Children with emotional difficulties should study in special education frameworks

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

9. The program raised my level of self-awareness

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

10. The program enabled me to interact with the child's emotional world

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

11. The challenge of coping with today's classes in schools is too difficult for beginner teachers

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

12. The teacher's awareness of their own world and emotions has a strong influence on their effectiveness in education and teaching

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

13. There was a good balance between theory and practice in the program

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

14. I will know what do when I enter a school

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

15. My teachers at college were a role model for me in how to teach well

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

16. I have knowledge enabling me to work with children who have attention difficulties

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

17. I can understand the emotional world of children who experience ongoing failure

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

18. I would define the training program as extremely professional

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

19. Some of the courses were repetitive

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

20. I feel enthusiastic about my professional future as a school teacher

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

21. I feel paralyzed by anxiety as I begin my professional life

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

22. I see teaching and education as a mission

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

23. Meeting the needs of children who have problems is the task of the school counselor/psychologist

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

24. I have sufficient knowledge about the world of children with behavioral problems

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

25. I do not have sufficient knowledge about the world of children with attention disorders

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

26. I have sufficient knowledge about the world of children with difficulties in math

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

27. I do not have sufficient knowledge about the world of children with reading difficulties

Strongly disagree 1	Disagree 2	Slightly agree 3	Agree 4	Strongly agree 5

Thank you for your cooperation.

ABOUT THE AUTHOR

Yehuda Bar Shalom: Prof. Bar Shalom has undertaken research in the following topics: social entrepreneurship, psychosocial approaches in education, Arab-Jewish relations, Jewish identity, religious and secular encounter in Israel, relations between ethnic groups in Israel, Jewish identity, Israel-Diaspora relations, and multicultural education. He served as Chair of Education and is currently Dean of Students at the David Yellin College in Jerusalem. He also teaches at the Overseas School of Tel Aviv University and serves as Educational Counselor at the Kedma school in Jerusalem.

The International Journal of Pedagogy and Curriculum is one of ten thematically focused journals in the collection of journals that support The Learner knowledge community—its journals, book series, conference and online community. The journal explores the processes of designing and implementing learning experiences and the dynamics of learning.

As well as papers of a traditional scholarly type, this journal invites presentations of practice—including documentation of curricular practices and exegeses of the effects of those practices.

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