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**The Impact of the "New Horizon" Reform in  
Israel on the Professional self-awareness of Early  
Childhood Teachers**

**DISSERTATION**

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## **Introductory**

In the introductory section, the topic is presented by presenting the problem and highlighting opportunities to justify the thesis.

In 2008, an agreement was signed between the Government Ministry of Education and the Teachers' Union (the organization representing teachers and kindergarten teachers), followed by a new reform, a "new horizon" reform whose main goals were: improving the professional status and wages of the parent workers, improving the teaching position, enhancing student learning spaces and learning spaces. Teachers' work and ongoing professional development of teaching staff. These goals are intended to glorify the professional status of educators and early childhood educators in Israel, but in the field it looks completely different, these changes in the education system in this reform of "New Horizon" have created, alongside the positive effects, also negative effects such as workload that should reflect the professionalism of teachers. But the teachers did not succeed, the complexity of the new teaching methods in the "New Horizon" burdened the older teachers, due to cultural barriers that cause the existing and familiar preference (the system before the "New Horizon" program entered) over the new and unfamiliar (New Horizon reform). "). Educators felt that changing the course of their work and teaching due to the new conditions could impair the quality of their teaching and indeed there is data that there was an accelerated retirement of teachers and teachers who applied for early retirement.

The researcher has been an educator for the past 28 years (beginning in 1992), who began working as a school teacher for children and during her work has expanded her certification to teach preschool children in preschool. During the years of the researcher's work, education ministers changed and previous education reforms were signed.

The researcher realized that the current reform brought a deep crisis to many educators at such a level of enthusiasm and demonstrations. (August 1.9.09), as well as "Teachers in the Histadrut protest against Chairman Wasserman" Our protests are muted (news.walla 2008 A detailed name about members of the Teachers' Union struggling

for months with all their might Chairman of the Histadrut, Yossi Wasserman, does not intend to sign the agreement because he believes that he severely and severely undermines the rights of teachers and harms their professional and future education in the State of Israel and that their protests against reform have been silenced by him and others involved in signing the agreement. Disqualified and blatantly and demonstratively ignored by the teachers, they are obliged to represent faithfully by virtue of their duties. In another article called "New Horizon? Dozens of teachers sue the Histadrut" (YNET 2009) recounts a lawsuit filed with the Tel Aviv Regional Labor Court where teachers claimed that Histadrut Secretary Yossi Wasserman "has taken a lot of wrongdoing to advance the controversial agreement with The prosecutors asked the tribunal to determine that the agreement and the pension agreement signed a few days later were invalid, and to declare that they were obtained by deceiving the Histadrut, violating their rights and disregarding their wishes.

In doing so, they claimed that the Teachers' Union violated its commitment to represent teachers adequately. Lusserman, and so he took a number of improper measures to first conceal the agreement from the teachers' eyes and silence the opponents, and after the agreement became an existing fact, resorted to the process of coercing the agreement by means of intimidation. So ... "Following a series of lengthy articles and prolonged struggles that took place 10 years after the reform began, it was announced that" Yossi Wasserman, former Secretary of the Teachers' Union, will be in prison this week "(themarket 2018) this began when a police complaint was filed against him And some of the Teachers' Union, the fierce bullying after the prosecutor's office decided to prosecute Wasserman's hearing in November 2016 and in early December, a serious indictment was published. , Fraud and breach of trust, violation of privacy, disruption of trial and harassment of witnesses suspected of testifying against him.

Along with the press releases, many Watsap and Facebook groups, which by the way exist and are active to date (2020), have remained the same goal (for 12 years), fighting the injustice that, they claim, has reformed a new horizon. "Victims of grades 7-9," Retirees join forces to fight ", headquarters of Early childhood educators struggle" and more. The groups are very active and the members of the group want to change the

reforms that have hurt them, or, alternatively, an increase in wages that will compensate for the differences created in their wages / pensions.

Another significant thing that happened is that Mrs. Gila Klein (2011), who was a New Horizon supporter while serving as Yossi's deputy Wasserman showed courage and came out against the agreement on the grounds that most of the promised clauses did not exist. Klein made headlines mainly because of her struggles in the teachers' union institutions, she ran for election to the Histadrut (instead of Chairman Yossi Wasserman who went to prison) and was not elected, but managed to gain political power among the teachers and she invests her entire role in the faction that formed in opposition to the beginning of the "New Horizon" reform. The name of the "Nahal" faction, the purpose of the faction is to represent all the elementary educators, instead of the teachers' union.

#### The cause of the choice of the research topic

At the end of the eighth year of full reform of all kindergartens in Israel and throughout the years, the researcher, who is a kindergarten teacher, heard from around the kindergarten teachers echoes of dissatisfied with the main points of the reform and decided to examine the impact of the New Horizon on the professional self awareness of early childhood teachers in Israel.

For early childhood educators, the "New Horizon" kindergarten reform, first implemented in 2000 in about 900 kindergartens, and in 2002 fully in all kindergartens in Israel, is a multidimensional plan to change the structure of kindergartens in Israel and their nature. The reform aims to realize three main objectives: promoting the quality of the learning system and experiences of preschool children, the renewal of the concept of the kindergarten teacher's role, and the enhancement of the professional development of the teaching and teaching staff in kindergartens. The changes required to achieve these goals involve many circles and require adjustment and coordination by each of the factors that take part in early childhood education. Some of the changes are imprinted in the immediate range, others are realized in an ongoing process.

Arguments for justifying the issue - The researcher wants to examine whether the changes brought about by the reform and the radical reactions of the opponents of the reform affected the professional self-awareness of early childhood educators in Israel. The researcher will define criteria and measure the impact of a New Horizon reform on the professional self awareness of early childhood educators.

**Research Question** - To what extent a New Horizon reform has succeeded in influencing the professional identity of early childhood educators in Israel, in the review process I will resort to the first chapter in which a theoretical model for measuring the professional self awareness of children's teachers is presented.

**The research problem** - The problem of the current dissertation research is in the contradiction between the need to establish the impact of educational reform" New Horizon "on the professional self awareness of children's teachers and the lack of research on change , occurred as a result of the reform, in the professional self awareness of children's teachers.

**The object of the study** – the object of the present study is the impact of the educational reform" New Horizon "on some the professional self awareness of children's teachers.

**The subject of the study** - the impact of the educational reform" New Horizon "in Israel on the following aspects of the professional self awareness of children's teachers:

**\*At the pedagogical level** - improving the emotional, social and cognitive abilities of the children; The attitudes of the kindergarten teachers towards the structural changes on the day of the activity in the kindergarten; Implementation of pedagogical goals in the various frameworks: plenum, groups, individual; Increasing the kindergarten teachers' familiarity with each of the children; Improving the provision of a differential pedagogical response adapted to children.

**\*At the climatic level** - better contact between kindergarten children; decrease in violent interactions between children; Improving children's sense of belonging to kindergarten; Improvement in social skills; Non-formation of effects of stress and tension in children in response to structural changes; Deepening the acquaintance and strengthening the

kindergarten-child relationship; A more tailored approach by the kindergarten teacher to the child's needs and abilities; An increase in the satisfaction and sense of ability of the kindergarten teachers; Improving the work motivation of the kindergarten teacher; maintaining the sense of autonomy of the kindergarten teachers; Increasing the involvement of parents in the pedagogical work in the kindergarten and increasing their support for it; Improvement in parental satisfaction; Preventing parental over-intervention.

\*At the organizational level - improving the way the daily and annual work plan is organized; Strengthening the kindergarteners' sense of control over the management of the kindergarten.

At the level of remuneration - wages, pensions and working conditions.\*

### **The purpose of the study:**

The purpose of the study is to examine the impact of the educational reform in Israel, called "New Horizon", on several aspects of the professional self awareness of early childhood teachers.

This study raises the advantages and disadvantages of reform and from that we learn about its importance, since it is the perspective of early childhood educators who experience reform on its advantages and disadvantages. It will also be interesting to understand, based on quantitative and qualitative findings, the extent to which the reform has succeeded in raising the professional identity of early childhood educators, as it is well-known to be a clear and stated goal in .reform

The findings of the study will provide a thorough understanding of the perception of education in the eyes of educators and will serve as a source of recommendations for improving the current situation in the education system following the implementation of the reform.



This can be achieved by solving the following tasks:

1. Develop a theoretical model of early childhood educator professional self awareness by defining the concept of "professional self awareness " and distinguishing its components in the context of early childhood education. (Chapter 1)
2. Analyze organizational changes presented in the professional work of early childhood educators through the New Horizon Reform. (Chapter 2)
3. Defining criteria and metrics for the impact of the New Horizon Reform on the professional self awareness of early childhood educators. (Chapter 3 - Step 1)
4. Developing and Implementing a Research Toolkit to Determine the Impact of New Horizon Reform on Professional self awareness of Early Childhood Educators. (Chapter 3 - Step 2)
5. Perform a qualitative and quantitative analysis of the results obtained. (Chapter 3, Step 3)

### **The research assumption**

The research hypothesis is that a new Horizon reform has benefited most of the criteria and raised the professional self awareness of early childhood educators in Israel.

### **The present thesis study argues for the following theoretical contributions:**

The researcher will monitor the changes and examine whether the reform has contributed to raising the professional image of early childhood teachers and will examine whether the characteristics of the reform can be further improved in order to further improve the professional image:

1. The researcher will investigate which of the principles of the reform are suitable for field work according to the response of early childhood teachers, and which characteristics of the reform are not applicable and need to be changed or improved.
2. Since several years have passed since the beginning of the reform, the researcher will examine (mainly according to the open questions) whether needs have arisen in the

field that are not in the main points of the reform and it is important to address them and perhaps even change / add them to the reform.

# **Chapter 1: Theoretical model of the professional self awareness of children's teachers**

## The concept of self awareness:

Self awareness is the most basic trait of man, and is usually attributed to traits such as conscious experience, cavalier, personal experience, self-awareness, subjectivity, ability to understand and sense and the ability to understand the relationship between personal identity and the environment (Wikipedia).

A person's self awareness during notes includes all the mental activities in which he focuses his attention, such as perceptions, images, thoughts, feelings and aspirations. By a more general definition self awareness is everything that exists in a person's mind and "head". The contents of self awareness describe the person's conscious database and are largely determined by the stimuli on which the person focuses and the memories they evoke in him. Man's explicit knowledge regarding the contents of his present thoughts is attributed to the processes of meta-cognition.

There is a practical connection between the concepts of "consciousness" and "self awareness " because in order to be aware of something, we must be conscious.

Recognition describes the phenomenon of human knowing. The term cognition refers to the knowledge or information that is in a person's mind. It also includes the processes of knowledge acquisition, processing and application. It also describes the centers in the human brain in which the processes of formation of human knowledge take place.

Consciousness is a concept close to the concept of consciousness and there is a certain overlap between them. However, these are not identical concepts. While consciousness refers to the quality or state of a person's subjective awareness, consciousness refers to information and processes of information processing.

Subjectivity is an observation from a particular, personal point of view, which is not based only on the facts but on thoughts, feelings and sensations related to the subject, to the individual. Subjectivity is commonly called objectivity.

Subjectives argue that the subject's inner world cannot be ignored, and that his feelings and unique personal gaze are also crucial in looking at the world. Extreme subjectivity may argue that there is no such thing as "facts" that are independently true, but all depend on the observer's form of vision.

The theory of self awareness is the ability that underlies normal emotional and social functioning.

The theory of consciousness is defined as the ability to identify, interpret, and predict human behaviors in terms of various mental states such as emotions, thoughts, desires, and intentions of both ourselves and others. Simply put, a theory of self awareness means that a person holds the assumption that both himself and the other have an inner world characterized by subjective feelings, thoughts and intentions, and that these influence his behavior. This ability underlies a variety of basic actions and interactions that we carry out, and similarly, we look at our behavior in different situations and raise questions about the mental aspects that have led us to different behaviors (bwtipulnet).

## **1.1 Essence of the professional self awareness of children's teachers**

### **Components of the professional:**

#### professional self awareness

Professional self awareness is self awareness of the person who is actively involved in productive work and who uses this work as the chief means of self-fulfillment and his dignity.

Professional dispositions include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect

student learning, motivation, and development as well as the educator's own professional growth.

The professional self awareness is divided into several aspects: the public aspect - that is, the way the people around me perceive my profession, the personal aspect - whether I feel successful and of course the overall aspect of pay and working conditions. It should be noted that in this context of research - all aspects depend on reforms that change from time to time according to needs.

This chapter interprets the professional self awareness in all aspects of an essential experience in solving topical or similar problems, evaluating and systematizing models, concepts, existing approaches, theoretical discussions of problem solving and proof of thesis.

According to Wikipedia, Propecia is a profession, an area of activity that a person specializes in and earns for a living. A narrow approach distinguishes a profession from an occupation, where a profession requires extensive professional training, and occupation is an activity of a person for a living, even one that does not require professional training. He has a vastly greater profession than a non-skilled person, and another difference in the level of wages in the various professions is determined by supply and demand considerations in the labor market.

Propecia is essentially defined through characteristics when what these professions have in common is a combination of providing essential service for the well-being and well-being of human beings while demonstrating high quality and proven standard in their field of practice.

The researchers Sholov-Barkan (1991) also Zabar Ben Joshua (1995) offer many dimensions and characteristics through which the degree of professionalism of occupations can be defined.

According to the properties of propecia - there are several approaches to define the properties of propecia. The traditional approach includes these features:

-A solid theoretical knowledge base exists and is updated through systematic research in the field of practice.

There is also a need for a training period, including internships, interventions in the professional group and knowledge of how to work and obtain a license to practice the profession.

-The competence of the professional stems from the systematic professional knowledge he has acquired - there is a sense of autonomy for the individual and the professional group: decision making relies on the knowledge of the profession.

-There is a commitment to innovations and changes in the light of evolving knowledge.

-Require affiliation from a professional peer group with agreed and binding ethical rules to colleagues.

-Commitment to the service recipient and his goodwill are values that guide the professional. (Sholov Barkan, 1991; Ben-Joshua Back, 1995; Anderson & Co., 1996).

Maskit and Furstter (2014) wrote in their study, "Teaching Perception as a Prospect and Attitudes of Early Childhood Educators towards Pedagogical Changes" that the tendency for professional specificity and specificity and aspiration to improve and streamline the profession, which characterize the current era, attributes its importance to belonging. Although researchers are not unanimous in defining the properties of propesia, nine characteristics are agreed upon: knowledge, responsibility, code of ethics, autonomy, training, training, engagement, professional organization, public service and prestige. These characteristics are anchored in three dimensions: Academic, Value and Systemic, Maskit (2013). The academic dimension refers to the knowledge of the profession and the training processes for the profession; The value dimension refers to the public mission that requires ethical conduct and is characterized by a reward and prestige system; The organizational dimension mainly refers to the autonomy of the propesia people. These dimensions are in line with the characteristics of the teaching profession, as will be expanded below.

Exploring the status of teaching as a profession in the context of the academic dimension indicates that teaching practice requires vocational training and academic training throughout the years of work in the profession (Parkay, Stanford,; OECD, 2011). (Naylor2011, 2011Stinnett, 1968; Vaillancourt, & Stephens, 2012).

Studies focusing on the unique knowledge of teaching teach that teachers are seen as experts with unique knowledge: curriculum knowledge, disciplinary knowledge, didactic knowledge, pedagogical knowledge and pedagogical knowledge of the material taught, knowledge about learners and their characteristics, and knowledge in the field of professional commitment. These areas of knowledge are expressed in professional behaviors, interpersonal teaching skills, and the ability to navigate the classroom and adapt student learning materials,( Buitink Lichtenstein, McLaughlin, & Eraut, 1995; Elbaz, 1983; 2009) (Shulman, 1986; Schon, 1983; Lortie, 1975; Knudsen, 1992) It has recently been found that global knowledge (2007, Hicks, & Holden) and knowledge of multiculturalism (2009, Gorski) are also included in the knowledge world of teachers.

With regard to early childhood educator knowledge, it was found that unique and centralized areas of kindergarten knowledge also include specific knowledge bodies such as knowledge of the child's transition to school, knowledge in language acquisition and literacy budgets, the assimilation of kindergarten technologies and the inclusion of children with special needs in ordinary kindergartens (2003, Spodek, & Saracho).

Examining the status of teaching as a proposition in the aspect of the value dimension indicates the degree of accountability of teachers to their students in terms of deepening knowledge, imparting thinking and learning skills, and academic achievement, as well as the teaching process itself, in doing and producing (Caldwell OECD, Louis; , & Bryk, 1995; Elliott, 1981; Spinks, 1992. Sahlberg, 2007; Ryan, & Cooper, 1980; 2011).

The value of service provision that teachers, students, and society at large (Pitt, & Phelan, 2008; Parkay, et al., 2012) have also attributed to the value dimension of ethics and behavioral code (Van Nuland, & Snook, 2003 ,Goodlad 1984; Ball, 1987 Poisson 2009), by which the teacher must act as Teachers of College (Ontario 2006), has even recommended the formulation of ethics and conduct rules already in the teaching

training phase (Campbell, 2008), which is not yet fully implemented (2011, Boon) And with regard to preschool work, it is evident that the use of pedagogical strategies such as giving respect to the child, demonstrating sensitivity to him, responding to the child and cooperating relationships are key elements of the professional (Dalli, 2008) context in the teaching dimension of the teaching profession, it turns out that the teacher Expressed in independent judgment regarding decisions and behaviors that are responsible for areas such as content selection, curricula and preferred teaching topics. However, the teacher's autonomy is sometimes impaired by the external supervision exercised over the teacher's work processes, the lack of authority in selecting his students, his workload (Loughran, & Kelchtermans, Ballet 2006), and his constant exposure to public scrutiny and follow-up,( 2011, Naylor; (Parkay, Stanford, Vaillancourt, Stephens, & Harris, 2012) It turns out that teacher autonomy is seen as a factor in teachers' satisfaction with their work (Naylo' 2011), and a basic pillar of student education as democratic citizens. (Hyslop-Margison, & Sears, 2010).

The kindergarten's autonomy is also evident in the management of the kindergarten, including the construction of technological infrastructure, the organization of the kindergarten and the yard, the selection of enrichment circles of external funds and the exercise of discretion in utilizing its budget (Bigger, 2003; Limor, 2000). Other research findings indicate that the introduction of the new kindergarten curriculum in Israel was done while maintaining the teacher's autonomy in both the emphasis in the curriculum and the selection of subjects that correspond to the specific population of each preschool (Dayan, 2001).

Belonging to a professional organization is another feature of the system dimension. Regarding this characteristic, teachers' organizations focus on helping teachers and protecting their rights, and even influence teachers' professional lives (The Association of; The BC Teachers' Federation, 2002 National; McClure, 1992; American Educators (AAE), 2012 Van; Parkay et al. al., 2012; Council for Teacher Education, 2011 2009, Poisson, & Nuland).

With regard to other propecia features that belong to the system dimension - the profession's status (prestige) and the ways of rewarding it, it becomes clear that teachers



do not deserve the respect, status and remuneration, and are exposed to negative criticism and their (uniform) salary is lower than that of other professors. Carter, 1992; Apple, & Jungck, (Robertson, 1992; Parkay et al., 2012; 1992 Other studies show that in some countries teachers' real wages have risen, receiving state support in the form of raising their wages and public esteem (Blass, 2004) in Finland, where The teaching profession is of high status, the teachers have received sympathy (OECD) (Sahlberg, 2007) (2011) and with confidence (Kupiainen, Hautamäki, & Karjalainen, 2009).

This review shows that teaching is indeed perceived as propecia in many aspects. In Maskit and Prestter (2014), the question arose to what extent the concept of teaching as a propecia also entails a willingness to introduce pedagogical changes in the kindergarten. The concept of "pedagogical changes" is attributed to the implementation and experience of a variety of teaching-learning strategies, different from those that the kindergarten teacher has used in the past. The choice of these strategies relies on the exercise of discretion in affecting student characteristics, teaching content, and pedagogical orientation of the early childhood educator. In practice, the pedagogical changes are reflected in the innovations, reforms, streamlining, improvement and professional development of the kindergarten teacher, and in particular in the implementation of new curricula in educational systems and in changing the kindergarten's teacher behavioral patterns. These lead to deepening the professional foundation of teaching and improving practice in accordance with desirable goals that contribute to the educational system (Zhang, 2010; OECD, 2010; 2011).

Pedagogical Changes in Teaching - Research shows that pedagogical changes are common in the complex of changes introduced to educational systems (Kyriacou, 1995; Borko, & Putnam, 1995) (Chris & Kyriacou, 1993). Introducing them is a very effective way to achieve significant changes in education and student achievement (Report Mckinsey, 2007). Recently, the spotlight has been on change in teaching work (in school and kindergarten), mainly for the implementation of teaching technologies tailored to the current century (Paz and Salent 2011; Hargreaves Fullan, 2007; Buchen, 2003; and Paz Salent; 2010 Zhang, 2007; Pijl, 2009; Muijs, & Lindsay, 2008).

Introducing forced pedagogical changes and introducing changes that are inconsistent with the professional values of teachers and their professional ability leads to resistance to change, impairing teachers' commitment and professional ability, and creating a sense of bitterness (Oplatka, 2011). The prerequisite for the ability to actually experiment with change processes is usually based on the positions of the teaching staff, who should actually implement the change itself. Research on early childhood teachers' attitudes toward pedagogical changes in their work is limited. However, research literature suggests that early childhood teachers accept the changes positively as long as they are accompanied by explanations, and that they themselves believe the change is important (Ahitov, 2001).

Other studies show that causes like good preschoolers' experiences from childhood, the support of the preschooler from her peers including educational assistance, exposure to professional information and the degree of preschool teacher involvement in the change process lead to a positive attitude of early childhood teachers towards change (Lock, & Maloney, Kilgallon 2008). It was found that early childhood teachers who experienced successful change work showed greater openness to introducing changes in their work than did early childhood teachers who experienced disappointment (Makela, & Erkkila 1999). These findings are consistent with findings from a study conducted by a population of teachers, which indicates that teachers' ability to be an active factor in the change process is the first factor in the real radical change in the entire education system (Salent and Paz, 2011; Fullan2007; Guskey Troy, &; Schmidt, & Datnow, 2005; Hargreaves, 2005; 2002 Van Veen, & Slegers, 2006; Garmon, 2003).

In connection with the research literature, reviewed above, Maskit and Prosteter (2014) focused their research on the following research questions: 1. Is there a relationship between early childhood teachers' perception of teaching as propecia and their attitudes toward introducing pedagogical changes in their work? 2. Will there be differences in the perception of teaching among early childhood teachers with different years of seniority? 3. Will there be differences in their attitudes towards pedagogical changes among early childhood teachers of different years and seniority? The findings of the study indicate the effect of the preschooler's seniority and the framework in which she

is working on her perception of preschool teaching as a profession and her attitudes toward pedagogical changes. Increasing awareness of the status of teaching as a profession, both in teacher training and in professional development frameworks, may be fertile ground for strengthening early childhood teachers' attitudes towards introducing change and deepening their willingness to actively experiment with change processes. Focusing on the changes and personal accompaniment of early childhood teachers during their experience in pedagogical change processes may develop theoretical and practical knowledge among early childhood teachers about themselves, the teaching profession and the nature of change processes and their implementation. Several other issues arise from the findings of the study, which are notable with regard to the proper dosage of introducing pedagogical changes; The accompanying effect of introducing multiple pedagogical changes on preschool children's learning processes and preschool teaching processes that have experience in introducing change processes, and seniority in introducing (pedagogical changes regardless of seniority at work) indeed reinforces positive attitudes towards introducing changes and enhancing your parenting experience. ; To identify the factors that help to position teaching concept as a profession; And learning where parameters of success or failure to introduce pedagogical changes reinforce / weaken teaching concept as a profession.

## **1.2 Components of the professional self awareness of children's teachers:**

Kozminski (2008) writes that professional identity is part of a person's self-identity, and is the answer to the question "who I am, or what I am, as a professional." Professional Identity In teaching, defined as a sense of belonging to the profession and identifying with it (1999, Tickle), it has two components, which are interrelated:

- 1.The way the teacher is perceived as a teacher in his own eyes: what he sees as important in his work and professional life based on his own experiences and personal background.
- 2.The way the teacher is perceived by others: students, peers, parents or the general public.

Professional identity also influences one's sense of self-capacity, judgment and professional decisions (2000, Vermunt & Verloop, Beijaard). Professional identity also largely determines how teachers will continue to learn and develop professionally and what teachers' attitude toward educational change and reform will be (Knowles,1992).

According to Rodgers and Scott (2008, Scott & Rodger) four assumptions underlie research insights into professional identity building:

1.Identity is Contextual: A professional identity is built and depends on a variety of contexts that include social, cultural, political and historical forces (2001-2000 Gee.(

2.Identity Negotiation: Identity is built from relationships of closeness and distance with others; It develops during negotiations with the other and encompasses the emotional landscape, grounded in the social, cultural, moral, professional, political and physical background (Hargreaves 2001).

3.Identity is dynamic: Identity is in a continuous process of construction and development, and these occur over time and in the making of interactions with others. Therefore, identity is unstable and may change according to context and relationships. Because it is multifaceted, some scholars argue that professional identity does not consist of one identity but includes different sub-identities (Verloop & Meijer, Beijaard 2004).

4.Identity Story: Although professional identity is constantly moving, we tend to create coherence in it. The identity story thus includes the construction and re-construction of meaning through experience stories and over time (1999, Clandinin & Connelly).

Rogers and Scott urge teachers to strengthen their awareness of their professional identity and contexts, relationships, and feelings that build all their identities (2008, Scott & Rodgers) This demand for awareness and professional "voice and awareness" is expressed in their appeal to teachers to claim authority for their voices, and in their words, reclaim "the voice of their own authorit" (p.733) is a change in the thinking of teachers in relation to themselves as professionals who shape their identity. They are

the ones who express their professional voice and will not let outside forces do it for them.

Teachers are people who bring themselves and their personal identities into the classroom; Building their professional identity relies on the interplay between their internal forces (stories and personal feelings) and political, historical and social forces external to them as teachers, but participating in building their professional identity. It is an appeal to teachers to strengthen their place in the space between the internal and external forces in building a professional identity.

This coping space can be expressed in structured professional development frameworks, in the ongoing and informal discourse with colleagues or in response to political and social events. For example, in issue 31 of the MoFET Institute's Monthly Bulletin (January 2008), teachers' responses to the new outline in teacher training will be read. These responses are part of the negotiation of professional identity instruction in the teaching of new outreach teachers. The responses discuss the questions of Who we are, where we are and where we are headed, what is our professional voice, and what our roles are in creating and promoting educational changes, and whether these responses support the new outlook or wish to disapprove, they illustrate the capacity to deal with the construction of the professional identity in which external forces are negotiating, such as Changes and educational reforms, and the internal forces, such as the perception of the professional role and the personal voice involved in building a professional identity.

One of the most prominent areas for building professional identity in teaching is the space for professional development. The recommendations of the American Committee for the Evaluation of Teaching Quality Improvements (1996, NCTAF) highlight the need to create stable, high-quality sources for teacher professional development. This committee also notes the importance of "assimilating the professional development of teachers through collaborative planning, learning groups, peer mentoring and research," (Hammond-Darling 4: 1997.(

These are aspects of teachers' ongoing learning and professional development that build the professional identity in teaching. Teachers, like other professionals, grow under conditions that encourage learning and experience of support and challenge, and, according to Keegan (Kegan ,1994):

People grow best where continuously experience an ingenious

Blend of support and challenge : the rest is commentary ( p.42)

Withdrawal	growth	High challenge
Stagnation	Approval	Low challenge
Low support	High support	

This chart shows that we must therefore strive for professional development frameworks in teaching, which enable the existence of an optimal balance between support and challenge and lead to growth. Ami Wolensky's article, on "The Collective Insult of Teachers" ("Haaretz," May 7, 2008) defined the demand crisis for the teaching profession as "a difficult crisis in the current education system" (p. 23). The crisis led to a deep break and led to a collective insult on the part of the teachers, including: a change in the structure of the labor market, which today presents young people with a broad supply of professions that are more rewarding and in social status than the teaching profession; The difficulty of facing a class of students who do not comply with teacher authority; The poor achievement of the international tests, which have created a low image of the education system among the public; Education budget cuts (14% between 2002-2007) that shrunk programs and reduced aid for students in difficulty; And labeling teachers as "failed" by public figures. Wolensky is not only satisfied with the number of processes that led to and intensified the crisis, but also raises a number of proposals to get out of it and make it a challenge that can be met. Regarding the construction of professional identity in teaching, his proposal is particularly interesting to expand and deepen "programs for professional development of beginning teachers, as well as veteran teachers throughout the entire career" (ibid.). Wolansky's suggestion,

much like the suggestions by Rodgers and Scott (2008) (Scott & Rodgers), concerns the need for ongoing discussion of professional identity issues for career development in teaching. Changes in teaching and professional development concepts promote the teacher's definition of "adaptive specialist". These changes build an innovative concept of professional identity in teaching, whereby the teacher is perceived by himself and others as a knowledgeable teacher ("expert"), but also as a teacher who continues to "learn and adapt" to changing knowledge and teaching situations. The Adaptive Expert has the ability to balance dimensions of effective and fluent practice with teaching innovation, where practice is built and modified according to teaching context and the needs of different learners (Bransford & HammondDarling, 2005)

Continuous teacher learning is therefore a key component of the negotiation process to build one's professional identity.

Writing at Lexi-Key, Prof. Fisherman (2018) writes that the research literature deals extensively in terms of "professional maturity", "professional choice" and "occupational commitment", but deals relatively little with the concept of "professional identity." These concepts pertain to a person's professional choice, his / her attitudes about the profession he / she chooses, the management of professional decision-making processes, the sense of belonging to the profession and even how the company views the profession (Weiskirsch; 1988; Blustein2008; Scott & Rodgers; 2001; Hotaling; 1999).

Professional identity of teachers influences their sense of self-sufficiency and willingness to cope with educational changes (Beijaard 2004., et al), teacher's behavior, method of work, way of thinking, beliefs and statements (Altman et al., 2001), and their effectiveness. (Day et al., 2006), for his commitment, job satisfaction and motivation, (Kelchtermans, 2009), and the erosion of teachers and their failure to remain in the education field (Fisherman, 2016; 2011 et al. Canrinus(

We can learn about the embarrassment of professional identity of teachers from the article by Bejard and colleagues) (Beijaard et al., 2006) who reviewed twenty-two studies on teacher professional identity and divided them into three groups: studies on

the way teachers shape their professional identities; Professional identity of teachers, and studies that focus on life stories as an expression of professional identity, in 45% of studies do not have a definition of "professional identity", and 55% of studies have some definitions of professional identity of teachers, most of which focus on teachers' interpretation of their work.

There are two main approaches to the study of professional identity of teachers: a. Researchers engaged in the interpretation that the teacher gives to his work and professional identity or story of his professional life. That is, these researchers claim that professional identity is subjective; B. Researchers are concerned with various components of professional identity and believe that the concept of "professional identity" is objective and measurable.

In the first, interpretive approach, Louden (Louden 1991), Goodson (Goodson,1992) and Coldron & Smith (Coldron & Smith, 1999) describe teachers' professional identity as personal and social biography. Feiman & Nemser (Feiman& Nemser, 1986) also argued that the world of teaching is subjective and that what is important is how teachers interpret their teaching, belonging to this group, as well as Kozminski (2008) who states that professional identity is the answer to "Who I, or what am I, as a professional? " Other researchers in this group focused on the identity dynamics (2009, Kelchtermans; 2008, Scott & Rodgers) that allow for an in-depth examination of professional identity formation processes, components, changes, and the like, but make it very difficult to examine the links between professional identity and other variables such as Burnout, professional illness, mental well-being and more.

As mentioned, the second approach considers professional identity a measurable objective concept. This approach has been used in earlier studies, e.g., Moore, (1970 Moor), Turner, (Turner, 1978), Kramer and Hoffman, (1981), and Abraham (1986), as well as more recent studies, such as Canrinus and others (2011, al et Canrinus).(.)

In addition to distinguishing between the two approaches, "professional story" or "professional narrative" can be distinguished from "professional identity." Professional narrative is the teacher's professional life story as he sees it and defines it, while



professional identity is an "objective" and slightly more measured concept. Professional narrative is what many describe as diverse voices of the teacher conducting a constant inner discourse that allows the teacher to understand himself and allow the external (researcher) to learn about the teacher's interpretations of reality, (Speedy & Riessman, 2007)

The term "professional narrative" can be likened to what Friedman and Gavish (2003) call "professional self-formulation".

There is a claim that each teacher has two professional "entities" - one is the professional identity, and the other is the professional narrative. Professional identity crystallizes in a more or less linear process, a diffused professional identity towards a solid and stable professional identity. The professional narrative, on the other hand, is built throughout the preschooler's professional life and is very flexible, complex, multifaceted and is in constant interaction with the educational, psychological, cultural and social environment in which the teacher lives.

Rogers and Scott (2008) have made four assumptions about professional identity: (1) it is built on and dependent on a variety of contexts (social, cultural, historical and political); (2) it is built out of relationships with others; (3) it is dynamic; (4) It tries to be coherent. Schatz-Oppenheimer and others (2011) argue that the process of building a teacher's professional identity occurs when he has to deal with tensions and gaps between his personal identity and his professional identity. These stress processing and gap management processes are central to building professional identity because in these processes the teacher is required to use the knowledge he has gained from his personal and professional experience. This implies that the process of forming a professional identity begins when the teacher's work begins.

Huberman (1989; Huberman) identified six steps in the professional development of teachers: (1) the survival and discovery phase; (2) the stabilization phase; (3) the testing and diversity phase; (4) the assessment and supplier phase; (5) the stage of clarity and calm; (6) The detachment and release phase. In other words, in the first phase the teacher begins to "discover" his professional identity and begins to formulate it. In the second

stage, he "collects" many ingredients and appears to be his professional identity. In the third stage, he is exposed to other aspects and begins to examine them and so on.

Goster and Foster, (Foster & Gordard, 2001) also described six steps in the process of developing a professional identity, but focused on beginning teachers:

1. Prototype Determination: Determine the initial model of the teaching profession. This is the instinctual perception of the teacher figure, and it is crucial in choosing teaching as a profession.

2. Going through the school gates: Ending the training period and getting the first job. This period is usually characterized by workplace, study subjects and undesirable working conditions.

3. Understanding the situation: Beginning teaching work and conflicting feelings. On the one hand there is joy in getting the teaching position and high expectations. On the other hand, stress and doubt arise in a person's ability to live up to these expectations, and therefore guidance and support have a crucial impact in helping the teacher begin to build his or her professional identity and gain independence.

4. The Lightning Disappearance: Difficult to cope with expectations of school officials, organizational difficulties and other circumstances, leading to waning and considerable exhaustion.

5. Disillusionment and blame: A sense of disappointment and a tendency to blame the training programs for not providing a sufficiently accurate picture of what is to come.

6. Alternative ways to cross the Rubicon: Moving from a "novice" to an "experienced professional", developing a better understanding of work during the early years of teaching. An understanding begins to emerge of the connection between the theories learned during the teaching training period and the experience, and these theories begin to be expressed at work. This period is accompanied by thinking, reflection and judgment as to distinct ways of working.

These researchers claim that professional identity begins to evolve upon entering a teaching profession. This concept is in line with the concept presented above on the teacher's professional narrative, because if a professional narrative is built from the teacher's experience during his or her work, it cannot develop before the beginning of his experience. In contrast, Nias (1989) argues that a teacher has a personal view of teaching even before taking office, and that the "self" is a key component of this view. She says "nuclear" levels of the self must be distinguished from its "situational" levels. The "nuclear level" encompasses the teacher's attitudes about himself, in relation to teaching and in relation to them, and these attitudes precede teaching entry, whereas the "situational level" includes the teacher's feelings about the situation he is in. When the teacher enters the teaching field, conflicts arise between the levels. The Nuclear and its Situational Levels According to Nias, teachers who do not actively integrate the nuclear levels into the situational levels will always leave teaching or feel miserable.

Also, Friedman and Gabish (2003) commented on three main stages of the teacher's professional development: the training phase, the job entry phase and the professional development stage while filling the role, one can conclude that professional identity begins to take shape even further in the training phase.

Similarly, Ben-Joshua (2001) backed up what she calls "reading the map" by beginning teachers. Reading the map is a measure of the norms of the school as a crucial stage in formulating professional identity, in line with the ecological approach (1995, Vonk) who sees the process of "being a teacher" a development related to learning cultural codes in school. In Ben-Joshua's opinion, the "map reading" process involves three key stages: the fantasy phase, culture shock and adaptation. The fantasy phase is a phase that occurs before entering teaching, and it includes high expectations, hopes, excitement, fear, emotional involvement, and feelings of euphoria. This phase includes knowledge and attitudes about teaching, the "I" and their relationship. Therefore, according to Ben-Joshua's backlog, the first steps in formulating the professional identity are taken before the entry stage.

The issue of beginning to develop a professional identity is important in teacher training, because if the professional identity only begins to take shape at the entrance,

then it is pointless to deal with the issue at the training stage, which can be harmful. However, if a professional identity begins to take shape at earlier stages, it may be desirable to engage in the training process.

In a 2004 study, Fisherman developed a professional identity workshop for teaching students in their final year of training (Fisherman, 2004.)

At the Fisherman workshop, a discussion of controversial issues was initiated to clarify the students' attitudes, Fisherman confronted the various positions and the relevant literature and sometimes assisted in role play. Three times during the year, the students reflexively addressed the learning process and their changes, and before and after the workshop, they filled out questionnaires examining the professional identity of teachers. The "repeated measurements" analysis revealed significant differences between the results of the questionnaires before and after the workshop. Even when they repeated this workshop for several years, similar results were obtained each year. The conclusion of this study is that it is possible to influence the professional identity of teaching students during training, and is consistent with the assertion of Dobrow and Higgins (2006) who presented the development of the professional identity of teaching students during their studies.

These findings have important implications for teacher education, because it means that a professional narrative can be combined with a professional identity to help teachers of instruction begin their journey to formulate their educational path. In the early stages, it is advisable to expose them in a variety of methods to their perceptions of education, teaching and the image of teaching in their eyes, including their self-image as educators and teachers, and at the same time assess their professional identity (via pre-questionnaire). "Case Study" should then be followed following teacher, film, narrative, and teacher diaries diaries. The discussions will be accompanied by a reflexive diary that will serve as a kind of "travel journal" of the teaching flowers. This journal will be joined by the experience as part of the practical experience, which will be accompanied by reflection and "correspondence" with the workshop sessions. Towards the end of the workshop, the participants will summarize the reflections (reflection on the reflections) and complete the professional identity questionnaire (post) again. This program will

serve as the flower of instruction during the internship years and can be a kind of mirror to his professional development.

In conclusion, the distinction between professional narrative and professional identity allows to train and assist in teaching flowers. Increasing professional identity can help curb erosion in the early years of teaching, increase the motivation to engage in education, strengthen the sense of mission, and reduce anxiety in the early years of teaching.

Another interesting study of professional self-awareness deals with "publications of teacher training institutions and the image of the teacher and the teaching profession for young people in Israel" by the researcher Penina-Frankel (2009.)

The purpose of this study is to identify the "image of the teacher and the teaching profession", which is reflected in the content of press releases, of teacher training institutes in Israel, and to find out how this image can influence and contribute to the perception of the teaching profession in the eyes of young people in Israel.

While analyzing the advertisements of teacher training colleges, and responding responses to what attracts them to teaching, the writer intended to find out what the content of teacher training institutions in Israel could be, which could be significant in shaping the image of the teacher in the Israeli public. The reference was to a "general impression" expressed in most college publications in the daily press and not to one or the other college characteristics:

#The author examines which characteristics of the teaching profession are common and prominent in college publications.

The writer examines what benefits the voters have to join the teaching profession. #

#The author examines what "an image of a teacher and the teaching profession" appears in messages presented to the younger public to persuade them to choose teaching. And what "teacher image and teaching profession" means is the description of the product they intend to design between their walls.

#The author examined the relationship between the image of the teacher and the teaching profession, expressed in teacher training colleges, and the image that emerges from gathering data on the responses of young people in Israel - what can be learned from such a comparison and what conclusions can be drawn from it.

Publications for teacher training colleges and "image of teacher and teaching profession" in the Israeli public":

The connection between the advertising content of teacher training colleges and the image of the teacher reflected in them in two respects can be addressed - as a result of the fact that the college culture has created a desirable image of a teacher [as they try to train students who are studying] - this will also be the image that the colleges will experience outwardly. That is to say in the publication messages a "photograph" of the teacher who is trained for teaching. This approach sees the advertising message as having the role and attributes of influencing the public and changing their attitudes towards the image of the teacher as seen by the "experts" who represent education, and the college education process. (Harrison, 1989; Heckman, Montreux, 2001; Ivy, 2001; Casulea, Moffitt, 2001; Lannington, 1996; Lynch, 1985).

It is also possible to refer to the link between the advertising content of teacher training colleges and the image of the teacher that reflects them as a reason: because the audience of teaching candidates is characterized by certain needs and expectations from the teaching profession. The advertisements will be tailored to the "consumer" teacher image. That is to say in the publicity announcements "snapshot" of the teacher appearing to "consumers", the candidates. An approach indicates college intentions to change themselves and to adapt the curriculum and the image of the teacher (Apple, 2001 Burrow, 1985; Davis, 1985; Fram, 1996; Gray, 1991; Gruel, Darwadkar, 2002).

These two aspects can have different meanings and implications for the impact that college publications may have on "the image of the teacher and the teaching profession." This distinction is influenced by the developmental processes that have occurred in recent years in the academic standing of teacher training colleges. (Oplotka ,2004; (Oplatka, 2002; Oplatka, Hermsley-Brown & and colleagues, Foskett, 2002).

Wilkinson describes the changes that have occurred in recent years in the advertising and marketing processes of colleges as a result of a number of change processes that have taken place in educational settings in Israel and around the world (Wilkinson, 1995). The increasing use of advertising in the state is, in their view, the result of a significant change in the image of the teaching profession, which means the academic process of teacher training institutions, which begins with the recognition of teacher training colleges as academic institutions. Who are undergraduate and graduate students in addition to the teaching certificate they receive. The change in the academic status of teacher education institutions in Israel has contributed to the momentum of advertising, the press and the media in an attempt to inform the public about new programs and academic recognition that differentiates between institutions, to design and publish a new image of a university institution that could be an alternative to university studies.

Oplatka and co-workers (Oplatka, 2002; Oplatka, Hermsley-Brown & Foskett, 2002), analyze the characteristics of teacher training institutions in Israel as a group in higher education academic institutions characterized by stratified low strata, whose attractiveness is relatively low. In his research, he tried to reveal how teacher training institutions in Israel are trying to improve their poor public image and attract potential students. Following a process of systematic analysis of advertisements, the researcher concentrates on four prominent categories of teacher education institutions as part of their attempt to embrace the image of a higher education institution, namely: academic-professional, such as university and excellence. The main and notable incidence found in their research, in advertisements, is on the academic image, and like a university. According to them, teacher training institutions emphasize academic overemphasis, excellence, job security, and transmit a lack of credibility and suspicion to their exaggeration with characteristics that are sometimes not responsible for their realization - such as job security, or their lack of exclusivity, such as academics or they are characterized as excellent.

It is important to mention that the academic process (Kfir, Ariav, Liebman, 1995) goes beyond the thinking of the process as an attempt to improve the quality, teaching rates and level of education of graduates of teacher training institutions. Its main purpose was

ultimately to improve the image of the graduate teacher. It was assumed that the academic process would contribute to improving and improving the quality of students communicating with teaching, enhancing the attractiveness of prospective students in public educational institutions, raising the level of teaching in teacher education institutions, and especially improving the quality of teachers in Israel, which would also affect their image and teaching profession. (Kfir, Ariav, Lieberman 1995). (

Kotler and Fox (1995) define the image as an array of all beliefs, ideas, and impressions a person has about a particular object.

Principles for cultivating a proper marketing system that will contribute to improving the "teacher image and teaching profession"

"# The image" - a picture can be influenced by the features of the object itself - if it is a teacher and teaching profession, for example, whose income and prestige, social status, which he proposes to hold low, it is no wonder that his image in public is low.

# The image can also be influenced by the characteristics of the target audience - according to this idea, the contemporary low image of the teachers and the teaching profession. He also works outside the environment in which teachers function. When it comes to an environment that greatly values people by the income and prestige of the social status of their profession, it will be the profession in which income and prestige, the social status, which it offers to hold low, are particularly low. Not so, the image of such a profession in society, or a social framework that underestimates the issue of income and prestige and gives weight to other characteristics, such as sense of purpose, ability to influence and possibilities for self-expression and the like. Therefore, changing the image of the teacher and the teaching profession in the eyes of the public in Israel is not enough to carry out "repairs" for the purpose. Characteristics of the profession. Real change will only happen if they succeed in causing a change in Israeli society's values and preferences.

#The image can be influenced by the personal characteristics of the person holding the image - according to this idea, despite the low image of the teachers and the teaching profession. That low income and low prestige in an environment that values these



characteristics can still have a high image for those whose previous income was even lower and that the prestige of the profession of those around it is lower than that of the profession in question. This is the social mobility offered by the teaching profession to people with low socio-economic status.

An important issue that may have a significant impact on the public image is the willingness of one to act, namely the willingness of young people to come to teaching despite the low "image" of the profession. Refers to the degree of general public consent to a particular image.

Unanimity and agreement on the image of the teacher and the teaching profession is increased when it comes to an object with the following features:

1. It's simple and it's not complicated
2. Often this is directly experienced.
3. It is found regularly and its true features do not change over time,

In other words, it is assumed that there will be less agreement, and people will have different and more varied images about an object:

.# The more complex it is

.They often have no direct personal experience with him#

.As it changes over time#

From this it can be concluded that if it is a positive image, it is important to foster a general consensus towards it, if it is a negative image it is preferable to undermine consent uniformity and create at least a variety of images about it.

These ideas can be used to analyze and relate to the general level of agreement that exists regarding the image of teachers and the teaching profession in Israel:

# This is a very recognized profession. Everyone has had a direct personal experience with him often - each has often had personal relationships with teachers throughout his or her life.

# This is a profession that is extremely complex - it is likely that everyone has had a fairly diverse experience with teachers throughout their lives - between good and positive experiences and memories accumulated - and contributed to a positive image of the profession. And negative experiences and memories that have accumulated and contributed to the negative image.

# The most relevant question in his case is whether the image of the profession changes over time.

In any case, if the picture is positive it is preferable to have very little variance to determine the positive agreement about it. However, if the image is negative, as seen in the present study, the teaching profession must be changed over time only to prevent the general public from accepting the negative image of the teachers and the teaching profession.

In conclusion, there is general agreement on the negative image of teacher education institutions. However, it can be assumed that as much as real changes can be made to the features of the teaching profession, there is a chance that over time the general public will be able to undermine and change the negative and low image they have today.

### **The professional self awareness of teachers as presented in the State of Israel media**

On the "Calcalist" website, titled "Teacher status at low? The solution - deepening teachers' confidence," writes Professor Lea Kozminski, president of the Kay College of Education, (Nov. 10, 19) that many teachers now feel that the school and classroom have become a battlefield - With parents and supervisors, the creation of this reality must be stopped as part of the system, as it erodes their authority and even impedes their desire to be part of the education system.

Kozminzky writes that at the end of 2019, the Central Bureau of Statistics released worrying statistics, indicating a 4.5% drop in the number of students beginning their studies this year at academic colleges of education.

One of the main reasons for the removal of students from the teaching profession, according to Kozminski, lies in the position of the profession and the poor status of the teacher in Israel.

From the public discourse and the voices heard in the various media, it seems that our teachers are not professional enough and that the concern and concern for their students is not their top priority. Kozminsky writes that the media, as it is, brings to the front the end cases, which do not necessarily represent most of Israel's teachers, and thus establishes a negative public consciousness about the profession, responsible for shaping the image of the future generation.

Kozminsky adds that in the present age the teacher's role has changed beyond recognition. If in the past the teacher was the sole source of knowledge for his or her students, then today the teacher is a learning facilitator, not a master of mastery but in constant dialogue with his students towards building their knowledge and learning processes. This aspect of the teacher role may discourage some young people who are considering teaching their profession because it does not reflect their experiences in relation to the teacher role, experiences they have accumulated when they are students. Today, the professional and value authority of the teacher is not vested in him by his own role, but is built on his interactions with his professional colleagues, students and parents. The teacher must work to gain his or her status, which may discourage those seeking immediate status.

But beyond the fact that the teacher has to acquire his or her standing and the trust of his students, he also has to acquire the parents' trust. Parental involvement in school behavior can threaten many teachers who feel that the school and classroom are not a workplace but a battlefield.

One of the directions for improving the status of the teacher and turning the teaching profession into a sought-after profession according to Kozminski is to deepen the trust in their teachers and their professionalism. Mutual respect is the basis for dialogue between teachers and students, between teachers and parents. The status of the teacher and the demand for this important profession.

Confidence in teachers' professionalism will also be reflected in the granting of greater autonomy to each, enabling initiative, diverse options for writing curricula, teaching and assessment methods, encouraging educational initiatives, and "going out of the box" in determining the regularities and learning spaces.

Strengthening teachers' autonomy will deepen their perceptions of their ability and sense of belonging to the education system. Maybe then many more young people will want to see their vocation in teaching.

On the website THEMARKER under the heading "Attitude of teachers in Israel among the worst in the world; lower than in Ghana and Uganda"

Lior Dattel (14.05.19) writes that an international rating published by the Warkay Foundation to promote education in the world shows that only Brazil treats worse than Israel for teachers who teach its children and many Israeli parents do not want their children to grow up to be teachers.

Dattel writes that the attitude of the Israeli public and its decision-makers to teachers is the worst among Western countries, and the worst in the world, according to a report published at the end of 2018 by the Varkey Foundation for the Advancement of Education and Teacher Status in the World. Teachers in the public and student achievement in the state - so that higher teacher status has a positive impact on student achievement. "Raising status can directly affect student achievement. Education ministers must take this issue seriously and take action to improve teacher status," the report said.

According to the ranking, Israel is ranked one among the last 35 out of 35 countries, one of the worst in terms of teachers teaching their children. The country ranks 34th on the teacher status scale with a score of 6.5 out of 100, with only Brazil ranked lower. Italy, Ghana, and Argentina were ranked at the bottom, but above Israel. According to the ranking, the ratio given to teachers in Egypt, Argentina, Uganda, Peru, and Chile - is better than the ratio given to them in Israel. This figure is surprising given that in Ghana, for example, teacher salaries are among the lowest among the countries

surveyed. In the first place, China was rated 100, followed by Malaysia, Taiwan and Russia.

In the surveys on which the information was based, a particularly low proportion of Israelis indicated that he would encourage his children to become teachers. In addition, while in Russia the public treated the status of teachers similar to that of doctors, the public in Israel treated the status of teachers as equal to the status of social workers.

The foundation's rating is based on a series of surveys conducted in the 35 rated countries, the general public and teaching staff, which included questions about the status of teachers in each state, the attitude they receive from the public and students, how their salaries are perceived in the public, and also sought to rank the teaching profession. Compared to other professions.

Israel is also one of the countries where the proportion of respondents who said they were opposed to their children being teachers was particularly high and in total less than 6% would like their children to be teachers. In contrast, more than 50 percent of Chinese residents said their children would be encouraged to become teachers.

The teachers' union said in response to the ranking: "Another important international report, proving what we have been claiming for a long time. The figures according to which the attitude of the Israeli public and its decision makers to teachers is the worst among Western countries, and among the worst in the world, is further evidence of the deteriorating status of Israeli workers and teaching workers.

"The multiplicity of violence in recent years against employees, the transfer of more and more non-pedagogical responsibilities to their responsibilities, all this and others are weakening and bringing the status of teachers in Israel to a low. No wonder the report indicates that less than 6% of Israeli citizens want their children to be teachers. This is another wake-up call for the Ministry of Education and the Israeli government - if we do not reverse the pyramid as soon as it relates to investment and teaching staff, we will find ourselves in a growing shortage of quality teachers and teachers who will take care of the education of Israeli children".

Also in this article, Knesset Member Hilly Trooper (blue and white), referred to the data in the report and said that the sad picture is clear and sad.

It is customary to blame the Ministry of Education or the teachers themselves in the state of education in Israel, but when it is the social perception and when the attitude of the teachers is so poor they should not be complained about. First of all, it is a social and cultural story that requires change. The teachers deserve a better attitude".

On the Globes website, entitled "The problem always remains the status of the teacher in Israel," writes Professor Tzipi Libman, president of the Kibbutzim College (2019), that the outcry about the low admission conditions for teaching and quality of students is wrong. Liebman writes that another year has passed and again the crying is heard on the poor psychometric test scores of the teaching flowers (from the CBS report "Trends in Teaching for Teaching in Teaching and Entrance to Teaching", 2.7.19) and again the claim is being made to impair the quality of our children. Because that's not the problem!

First, according to many studies around the world, Professor Liebman explains that psychometric test scores do not predict the quality of teaching at all - certainly not as a primary measure. There are many students with high test scores who cannot lead a classroom because they do not have the personal skills and skills required: communication, initiative, and leadership. At the same time, there are many students who do not meet the required grades, but have all the skills and tools to be excellent teachers.

"However, it is important to emphasize again and again that the best of those who come to us and want to be teachers are, and it is no secret that we are limited in the ability to generate demand for the profession.

Let's face it - the state of Israel is currently experiencing teacher shortages due to the low status of the profession and working conditions in the education system. Profession is not a wink to the younger generation. Teacher salaries start low to the point of

disgrace, especially of elementary school teachers, the clutter and crowding in the classroom, the violence and the confrontation with the parents - all of which leave their mark and keep many young people from the profession"(Libman,2019).

What it does need is to set a policy to improve teacher status, here and now. Instead of beating and caring for those who already come and want to become teachers and carry on this important national mission, an outcry must be shouted for in improving the status of the teacher - one that will bring the best, as it deserves to such an important and influential profession. It is important to require an operative plan of action.

After all, there is no other profession that has such a profound impact on the lives of entire generations, as individuals and as a society, and no technology or robot will replace teachers. But when expectations and goals are so high, so changing and rewarding and the means so poor, teachers have only a lot of slogans about the importance of education, far fewer actions and deeds, and a basket full of punches and humiliations - and that is how they don't build a wall.

Prof. calls on people to wake up because the subject is urgent and burning and another moment and it will be too late.

### **1.3 Conclusions Chapter 1**

#### **Criteria for building the professional self-awareness index:**

- \* Professional self awareness - This is the way the teacher perceives his or her professional status.
- \* Professional self awareness mainly consists of the personal professional development of each teacher.
- \* In the area of dealing with professional identity building, external forces, such as educational reforms and reforms, are negotiated with internal forces, such as the perception of the professional role and personal voice involved in the construction of professional identity.

Professional self awareness / "Professional Self-Formation" is an objective concept \*

**Measurable**, the researcher can learn about the teacher's interpretations of reality by describing the diverse voices in the teacher's constant internal discourse, allowing the teacher to understand himself and allowing the researcher to learn about his interpretations of reality..

- \* Most definitions of the concept of "professional self awareness " focus on teachers' interpretation of their work.

- \* According to the interpretive approach, the world of teaching is subjective and what matters is how teachers interpret their professional identity as an answer to the question "Who am I?, or what am I?, as a professional."

- \* Teachers' professional self awareness affects their sense of self-sufficiency and their willingness to cope with educational changes (Beijaard 2004., et al), teacher behaviors, method of work, way of thinking, beliefs and statements (Altman et al., 2001), effectiveness His (Day el al., 2006), for his commitment, job satisfaction and motivation, (Kelchtermans, 2009), and the erosion of teachers and their failure to remain in the education field (Fisherman, 2016; 2011 (al et Canrinus).

- \* Professional identity relates to the person's professional choice, his / her attitudes about the profession he / she chooses, the management of professional decision-making processes, the sense of belonging to the profession and even the way the company views the profession.

- \* Rodgers and Scott (2008, Scott and Rodgers) have made four assumptions about professional identity: 1) it is built on a range of social, cultural, historical and political contexts; 2) it is built from relationships with others; 3) It is dynamic 4) It occurs when the person has to deal with the tensions and gaps associated with his personality and life experience.

**In accordance with these conclusions, the next chapter that the researcher would like to focus on in this dissertation is another chapter on the fundamentals of reforming the new horizon, the purpose of the chapter is to describe the organizational changes that brought with it a "New Horizon" reform that could affect the educator's self awareness in the field of professionalism in order to reflect on reform "New Horizon" about the professional self awareness of the kindergarten teacher.**



## **chapter 2 : The essence of the educational reform "New Horizon" in Israel and organizational changes in the preschool education system.**

### **2.1 The following is a quote from the CEO's circular regarding the implementation of the New Horizon reform in kindergartens:**

[https://apps.education.gov.il/Mankal/Horaa.aspx?siduri=161&REF\\_F\\_GUID=%7B0F07006A-4445-4C57-935F-A0FFD40B3243%7D](https://apps.education.gov.il/Mankal/Horaa.aspx?siduri=161&REF_F_GUID=%7B0F07006A-4445-4C57-935F-A0FFD40B3243%7D)

1. "The "New Horizon" reform in the education system began in 2008. The reform recognizes the need to adapt educational, teaching and learning processes to the learner, the importance of building interpersonal relationships in kindergarten and school and the creation of a supportive environment that enables learning and development.

In order to fulfill this need, a variety of frameworks of a learners' organization were built as part of the reform in order to carry out the educational activity during and after the obligatory school day.

The reform also recognizes the complexity of the teaching profession and the need for continuous professional development in it, both within the school and outside it".

"The focus of the "New Horizon" reform is on promoting teaching-learning and developing the social-value and emotional aspect of students through two main moves::

*A. Promoting education and teaching-learning focused in particular within the framework of "individual hours."*

B. Strengthening the profession and quality of teaching of teaching staff through professional development and allocating time to teaching staff to perform various tasks in the educational institution, in addition to teaching in the classroom".

."New Horizon" reform in kindergartens2  
general 2.1

Note: The reform agreement in kindergartens is different from that in primary and middle schools, and therefore the rules for its implementation are also different.

The "New Horizon" reform calls for an important opportunity to promote the quality of early childhood learning and experience and to rebuild the role perception of the job and the professional development process of the kindergarten teacher.

Working in small groups and in-person sessions invites focused teaching in particular, whose main goals are to promote academic, social and emotional achievement and create a supportive environment and personal connection with the kindergarten teacher. The assumption is that targeted instruction in particular enables better realization of the goals of education and the achievement of the children to the required achievements.

## Characteristics of the reform in kindergartens 2.2

Kindergarten reform will focus on the following areas:

### A. The operating hours of the kindergarten

The school day in the kindergarten will begin at 7:55 and end at 14:00.

-On Friday there will be no change. The school day will begin at 7:55 and end at 12:45.

### B. The responsibility and commitment of the kindergarten teacher

Responsibility for the safety and security of the children in the space and in the kindergarten yard.

-Responsibility for the advancement of each child

-Commitment to contacting each child individually in order to develop empathy and sensitivity, differential treatment and emotional response and to provide feedback on his or her functioning and behavior.

-Commitment to in-depth acquaintance with each of the children through personal meetings, conversations with parents, observations, systematic follow-up and documentation in each child's personal file.

-Responsibility for identifying the difficulties and unique needs of the children and building a work plan tailored to them and making decisions regarding their referral to professional bodies in cooperation with their parents.

-Commitment to building an optimal garden climate and consulting with support factors (psychologist / counselor) in the various life situations

- An informed and planned choice of learning contents and teaching aids and their connection to the core program (the work will be expressed in a variety of ways: individually with a child, in a small group and in the plenum).

- Organizing the educational environment in accordance with the work plan and creating an agenda and work patterns that allow children and the kindergarten staff safe conduct during play and learning.

Parental involvement and maintaining continuous contact with them throughout the school year.

- Responding to relevant factors in the community, locality and authority and their participation in the educational process.

- Creating an educational sequence between the kindergarten staff and the school staff prior to the transition to first grade.

- Construction of an annual administrative and pedagogical work plan that includes the core subjects of study alongside activities compatible with creative and experiential development.

- Planning and documenting these activities in the kindergarten portfolio: mapping the kindergarten class, group work, individual meeting, reference to children with special needs, parent meetings for individual reporting and staff meetings.

### 2.3 Organization of the teaching-learning structure

The new six-hour agenda requires a re-preparation for the organization of the sequence of activities in the kindergarten, as detailed below:

#### A. Allocation of time for various functions in the sequence of the day

Building a familiar activity routine allows children to anticipate what will happen, reduces ambiguity and confusion and instills confidence and a sense of belonging.

#### B. Adapting the activities to the children's abilities according to their stage of development.

Establishing life skills and habits, free play in kindergarten and yard centers, movement games, creative expression and learning activities of various kinds will be done according to the stage of development of the children and according to their physical, social, cognitive and emotional needs.

#### C. Adapting the structure of teaching-learning and the agenda to changing needs

The sequence of the agenda and the duration of the activities were determined according to the pedagogical considerations of the educational staff. Monitoring the children's activities will allow the kindergarten staff to identify changing needs and circumstances, take flexibility in the ways of implementation and make changes to the planned routine..

#### D. Cultivating the optimal kindergarten climate is protected and supportive

A climate that supports kindergarten allows-

- Protection and safety of the children and the educational staff in the various activities,

- Development of interpersonal communication with the children and within the staff and professionals entering the kindergarten,

- Emotional and social development by developing life skills in children,

- Promoting a learning environment that strengthens thought processes, developing curiosity and empowerment of each child,

- Identifying the unique needs of children and providing a solution in a variety of ways,

- Strengthening the interaction between the kindergarten staff and the parents.

#### E. Strengthening partnership and teamwork

The partnership and teamwork in the kindergarten are of great importance. In their context, the following components should be considered:

Determining communication channels and work procedures-

-Definition of the responsibilities of each team member

--Conducting team meetings and establishing procedures for communication with external parties.

#### F. Strengthening the connections and partnerships with the parents

The best interests of the child require successful cooperation between the education staff in the kindergarten and the parents while coordinating clear expectations, consideration, acceptance and mutual respect. The cooperation paths for strengthening the relationship with the parents will include the following components:

-Providing information about the educational programs that take place in the kindergarten.

-Regular meetings for the purpose of individual reporting on the child's functioning in kindergarten.

--Development of channels of influence and involvement for parents in educational activities in kindergarten.

#### G. Joining the "New Horizon" reform and professional development of the educational staff in the kindergarten

1) At "New Horizon", the kindergarten teacher must have an academic degree. A teacher who does not have an academic degree will be required to complete her academic education within 4 years from the date of joining the reform, unless she has 28 years of experience or more.

2)The kindergarten teacher will be able to study 60 hours a year for promotion in professional development programs from the outline of the "New Horizons" programs at the district or national level.

3) A new teacher in the first year after the internship will be required to take a dedicated course for first-year kindergarten teachers in the amount of 60 hours at the academic colleges of education (these hours are recognized for professional advancement, and include a combination of personal guidance and group meetings).

## **2.2 The essence of the educational reform "New Horizon" in Israel :**

In an article written by Wolansky (2006), two years before the beginning of the "New Horizon" reform, a growing crisis was described as a growing crisis of lack of demand for the teaching profession in Israel and elsewhere in the world.

) The sharp decline in the demand for teaching studies can be learned from the scope of enrollments in 2007 to 27 academic colleges in Israel).

In his article, Wolansky paints a complex picture of the problem in Israel and recommends the patterns of action required to effect the turnaround. "Finding a solution to help improve the demand picture for the profession requires multidisciplinary, long-term, and innovative preparation if we seek to ensure that the teaching profession is not pushed into an angle fund and is a default in the professional choice of young people in Israel." Wolansky's article points out that the current arrangements between all partners, including the government, teacher organizations, higher education institutions in particular, and teacher training institutions in particular, cannot be the end of a verse, stating that a complex plan of action must be ensured to address the problem of lack of profession.

Alongside the analysis of the characteristics of the international crisis, the article raises several directions of action Relevant to Israel, and seeks to present them as an achievable challenge: These directions include

Beginner teacher support programs; Promoting the status of teachers through both symbolic and substantive measures not involving wages; Adopting a payroll formula for teachers depending on the level of demand; Building a set of incentives to encourage high cultural capital among graduates of higher education institutions and their training for teaching; Implementing a personalized curriculum for each teacher according to his or her professional needs as is customary in a number of countries; Enhancing teacher and school professional autonomy; Restricting the system by enabling the retirement age to be introduced

in line with policies currently in place in other countries. The implementation of these complex challenges may change the demand map for teaching in Israel's education system.....

From a research report by the Industrialized Countries (OECD) focusing on the issue of teachers, in which 25 countries included Israel, we learn about the major concerns that are troubling the education systems in these countries (2005, OECD:(

A marked shortage of quality teachers, especially in essential areas of study.\*

\*A low proportion of those who are defined as "good teachers" and a low proportion of men in the system.

The status and image of the teacher to himself and the public.\*

Relatively decreasing teacher pay.\*

\*Lack of knowledge and skills of the heads of education needed to meet and meet school needs.

\*Lack of connection between teacher training, professional development of teachers and school needs.

Lack of support programs for beginning teachers \*

In the field of recruiting new teachers, sorting, hiring teachers and the teacher's work environment

These findings were found in the study:

\*There is no fair and equitable distribution of good teachers to schools in disadvantaged areas and schools in more established areas.

\*Schools are given too little authority when it comes to selecting teachers according to their needs.

Teacher burnout is particularly high among new teachers.\*

\*Teachers express concern about their overload and the poor work environment in which they work. This reality is a direct projection of satisfaction and teaching effectiveness.

\*In most countries, there are limited means of rewarding teachers and recognizing their achievements.

Response to ineffective or dysfunctional teachers is limited and slow.\*

It should be noted that the criticism of the public is not new. In the 1980s, teachers were blamed for the school's poor achievement as an educational institution due to lack of sufficient training, due to low standards demonstrated or lack of motivation.

Such claims were also directed at teachers in the 1990s (& Chow, C).

The teacher crisis was not only quantitative at the time of writing the article, but also qualitative. During this period (2006), new perceptions emerged regarding the position and role of the teacher. These perceptions led to the conceptualization of a new paradigm in the education organization, which required the formulation of perceptions.

News training that will serve its objectives, as follows:

A. Moving from traditional fields of knowledge to increasing legitimacy to a wide range of fields of knowledge and even the development of interdisciplinary knowledge (for example, the field of environmental science, combining sociology, geography, life sciences and law).

B. Increasing legitimacy for the student's overall personality development (Morris & Elliott, 2001, development person whole), leading to the recognition



of the individual's multiple intelligences and the development of cognitive and non-cognitive disciplines (1993, Gardner).

C. Encouraging the development of knowledge derived from the daily life of the student and the practical aspects of the knowledge with which he met, and giving less weight to abstract and theoretical knowledge (2004, Learning on Commission s'Alberta).

D. Encouraging the acquisition of knowledge by self-study and the development and enhancement of this knowledge in a way that allows for the continued expansion of knowledge and the creation of new knowledge (for example, the knowledge creation process that takes place through blogs or Wikipedia, which manage to be a source of information without editor-in-chief and without hierarchical organization) (Cheng,2005).

E. The growing recognition that the teacher, among other duties, is tantamount to facilitating the student's formulation of knowledge from several sources and supporting it, and is no longer a central and uniform source of knowledge (Cheng; 1996; Cheng 2001; Tsui & Mok, Cheng ; 2001, Tsui, & Chow).

#### The crisis in demand for teaching in Israel before the reform

Although the crisis in demand for teaching is an international phenomenon, in Israel its severity seems to be more complex and deeper than that seen in other developed countries in Volansky (2006). The similar side between what is happening in Israel and the international reality is that in Israel, too, employment alternatives for the teaching profession have emerged, alternatives that appear to be far more attractive to young people than integration into the education system. These include the development of the finance, insurance, tourism, leisure, recreational and complementary medical services, as well as the ICT industry, whose volume in Israel is growing steadily and now accounts for 20% of exports compared to 13% in industrialized countries. But the uniqueness of the crisis in

Israel involves other aspects. The first of these is cumulative criticism of the teacher's image, as expressed

In articles and interviews that the educator in Israel portrays as a "failed teacher". Several outspoken statements by public leaders towards teachers deepened the labeling of this group in Israeli society, and contributed to a reduction in demand for the profession.

Another factor is teachers' dilapidated salary. This has been squeezed to the point where teachers were required to supplement income to reach minimum wage in accordance with the law, or to work alongside their professional work in classrooms. The crisis has also caused a cumulative reduction in school hours (about 14% on average) over the past few years, which has directly increased the burden on teachers. The growing public criticism of Israel's standing in the international exams has also contributed to turning the teacher into a punching bag and the main absorbing criticism of the education system's achievements. It is therefore not surprising that the public and professional status of the teacher was not a source of inspiration and inspiration for the youth of Israel at the time the article was written.

According to Wikipedia New Horizon is an educational and professional reform program in elementary and middle school education, which was first proposed in 2008, during the term of Education Minister Yuli Tamir, and began to be implemented in kindergartens in 2010.

## **2.3 Organizational changes in the preschool**

### **education system:**

The main objectives of the reform are:

Improving the status and wages of teaching staff, changing the structure of the teaching post: frontal teaching hours, individual and residency hours and improving student learning spaces and teachers' work environments Continuing professional development of teaching staff.

Weisblay (2013) writes about the terms of employment of preschool teachers in the public kindergartens under the "New Horizon" agreement and compares their employment conditions before applying the agreement, as well as the conditions of employment of teachers in the school under the same agreement. Also in this chapter, allegations raised about the conditions of the kindergarten's employment in kindergartens will be made.

"New Horizon" Agreement and its Applicability in Kindergartens - "New Horizon" is a systemic reform of kindergartens, elementary schools and middle schools, which is gradually implemented according to an agreement signed between the Ministry of Education and the Teachers' Union in December 2008 and is valid between the beginning of the school year of 2003 ( 1.9.2008) At the beginning of the academic year (1.9.13) Completion and updates to the agreement were signed in February 2012. In September 2013, the Ministry of Education, the Ministry of Finance and the Teachers' Union signed an agreement to extend the application of the agreements that regulate the "New Horizon" reform for another two years - the Nine years. "D and 1990". The new agreement included some amendments to the previous agreements, including the issue of payment for activities outside school hours in kindergartens, a topic that will be discussed below. The reform gradually applied to kindergartens in state and state official education from the 2010 school year. In the 2012 school year, all kindergartens

in formal education were reformed, except for kindergartens that have a long education day and special education law, which ends after regular school hours. At the beginning of the 2014 academic year, these genes were also reformed.

According to the Ministry of Education, in the 2014 school year, 298,11 kindergartens are included in the reform, which is 99% of all preschools in formal education. 142 genes in formal education are excluded. We note that the reform does not apply to unofficial kindergartens, which are about one-third of all kindergartens in the public education system. Many, but not all, of these genes are genes intended for the ultra-Orthodox sector. Every preschooler who is employed in a preschool where the reform applies is obliged to work according to the conditions of the reform. From the 2012 school year onwards, every new kindergarten teacher accepted for employment in the Ministry of Education also joins the new agreement, regardless of the applicability of the preschool reform in which she is employed.

Weisblay (2013) reviews the relevant "New Horizon" agreement clauses regarding the employment of kindergarten teachers in kindergartens and compares them, if possible, with the conditions of employment of primary education teachers. It also presents data obtained from the Ministry of Education and the Ministry of Finance on the implementation of the actual agreement in the context of preschool teachers and the placement of teachers and preschool teachers in preschool grades according to the "New Horizon" agreement.

Kindergarten wages - The wages of teaching workers employed under the "New Horizon" agreement consist of basic (combined) wages, job benefits and overtime pay. Below I will refer to each of these components in the "New Horizon" agreement. In summary, the Ministry of Finance data on the salaries of preschool teachers employed under the "New Horizon" agreement in the 2013 school year will be presented.

The basic salary of teaching staff included in the "New Horizon" agreement is determined by salary tables based on the education of teaching staff (without qualification, qualification holders, bachelor's or master's degrees), seniority and rank. The salary scale has nine promotion levels, and progress is contingent on accumulating professional development hours (60 hours per year lower and 75 higher) for three years (the lowest levels) and four years at the three levels. The promotion to the highest ranks is currently conditioned on seniority, professional development hours and assessment only. Advances in salary levels give the employee an extra salary of 7.5%, in addition, the teaching employee receives an additional 1% -2% of his salary for each senior year. The salary table for a first-time teaching employee starts at approximately NIS 5700 for the lowest grade teacher and reaches approximately NIS 15,700 for the highest grade teacher and maximum seniority.

The salary of a second-year teaching employee starts at about NIS 6,000 and culminates in NIS 16,500. The agreement includes a formula for determining the level of wages for determining the salaries of teaching workers who were employed in the education system before the reform. According to the formula, a permanent teacher's education conversion rate of 17% will be added to the scope of a teacher's education. A regular teacher and classroom educators may have a higher conversion rate of up to 27%. The total amount is multiplied by the teacher's salary before the reform (including job benefits canceled "New Horizon" agreements), and it is embedded in the level of salary that corresponds to the result (equal to or greater than it), and for the purpose of the inlay only a single intermediate level is determined within each level. From that date the teaching worker progresses according to the salary tables according to his rank and seniority. Article 136 of the agreement states that preschool teacher payroll tables will be identical to those of school teachers and will progress to the same level of salary and professional seniority. The base salary used for kindergarten

placement in kindergartens exists in the new salary table in the same element as the elementary education teacher, but the conversion rate calculated by the inlay is 16%, regardless of the kindergarten teacher's personal status. According to Ms. Tamar Cohen-Natan, director of the Department of Education's payroll staff, the differences between the rates of preschool teachers in kindergartens and those of school teachers reflect the differences between teachers' extra work hours and preschool teachers' extra work hours. Elementary school teachers employed under the New Horizon agreement work six hours more than elementary school teachers who are not employed under the agreement, while preschool teachers employed under the New Horizon agreement work about 40 minutes more than kindergarten teachers who do not. Employed by him, Also, elementary school teachers who are not employed by the New Horizon agreement receive a 10% increase in their salary, while elementary school teachers who are employed by the agreement do not receive this supplement and are therefore eligible for a high conversion rate. More. Kindergarten teachers who are mothers who are employed by 8 New Horizon agreement continue to receive a 10% increase on their wages. Teaching staff, including kindergarten teachers, who joined the agreement in the 2012, 2013 and 2014 school years receive a 4.3% burnout increase, and are added to their salary on the eve of the reform to calculate the level of wages that will be set for them to transition to employment under the "New Horizon" reform. The Ministry of Education provides data on the distribution of teachers in elementary school and kindergarten in kindergartens according to their ranking according to the "New Horizon" agreement in the 2013 school year. While grades 6-9 have more elementary school teachers. The rate of teachers in grades 7-9 is 1.17%, almost twice the rate of teachers in these grades - 8.8%.

Job Benefits - In addition to the combined salary, teaching workers are entitled to different benefits according to the role they play. The remuneration is calculated as a percentage of the combined salary, and its amount increases with

the increase in that salary without setting a ceiling. According to Article 138 of the New Horizon agreement, kindergarten teachers are entitled to two types of benefits that cannot be cumulatively received: Management remuneration, which is granted to an independent kindergarten teacher who is not subject to a central kindergarten teacher and is 17% to 21% of the combined salary (depending on seniority and level of kindergarten teacher). ), And an education reward of 10% of the salary, given to a kindergarten teacher responsible for a kindergarten class and subordinate to a kindergarten teacher (such as a kindergarten teacher in a young division and a kindergarten cluster). A supplementary kindergarten teacher who was in charge of a Kindergarten can continue to receive the management compensation; A supplementary kindergarten teacher who has not received such remuneration in the past is not eligible for the benefits under the agreement.

Primary education teachers have been assigned different types of rewards for various positions, such as a classroom educator, vocational coordinator, road safety coordinator, security coordinator, social education coordinator, tier coordinator, assessment and measurement coordinator. For each position, an increase of 6% - 5.11% of the combined salary was set. Under the agreement, each teacher will be able to fill two positions and beyond, unless he / she is granted exceptional approval. In addition, teachers who teach in special education and gifted classes are eligible for up to 14% of their salary.

Overtime - Under Article 30 of the "New Horizon" agreement, teachers are entitled to an additional 18 hours in each half for participation in school activities, for example general school assembly, individual parent and child assembly, and participation in afternoon activities. For these hours, a teacher is entitled to payment of 125% of the salary. According to the interpretation of the ministries of education and finance, the clause states that kindergarten teachers are not eligible for this supplement. Against this backdrop, there has been a conflict in recent years between the Teachers' Union and the Ministry of Education and the

Treasury, during which preschool teachers in the kindergartens, according to the Histadrut's directive, refrained from participating in extracurricular activities. In June 2013, the Tel Aviv Regional Labor Court ruled that the interpretation of the Ministry of Education and Finance for this section is justified and kindergartens in kindergartens are not eligible for extra for out-of-school activities. However, in concluding the judgment, the Court recommended 11 to the parties to regulate the preschoolers' rights in kindergartens for the additional activities under the "New Horizon" agreement. In the agreement to extend the "New Horizon" reform, the kindergarten teacher's eligibility is paid for participating in extracurricular activities in the kindergarten. Under Article 6 of the agreement, a kindergarten teacher is entitled to a payment of 125% of the salary for activities outside preschool, such as staff meetings, individual parents and children and participation in afternoon activities, up to an additional 18 hours in half. On the other hand, Article 7 of the agreement eliminates the possibility of ending the kindergarten day at 11:00 am on the days of kindergarten celebrations - Chanukah, Purim and the end of the school year.

The average salary of preschool teachers and teachers in schools included in the "New Horizon" agreement - according to data obtained from the Salary Division and the Finance Ministry's labor agreements, the total average salary of a full-time kindergarten teacher employed in the "New Horizon" agreement in May 2013 was about NIS 11,000 a month. The average teacher of a kindergarten teacher employed under the "New Horizon" agreement is about 22% higher than the full-time teacher of a kindergarten teacher who is not employed by the agreement. The average salary of primary school teachers is slightly higher than the kindergarten teacher's salary and standing About NIS 600,11 for full time (as of May 2013). However, it was emphasized that the salaries of teaching workers employed under the "New Horizon" agreement and those of non-employed workers are difficult to compare, as the characteristics of the 13 populations not



included in the agreement differ from those of the included populations. It should be noted that according to the OECD data for 2011, a beginning kindergarten teacher's salary in Israel is among the lowest among the organization's countries, and about 40% lower than the average teacher's salary in the organization's countries. With the increase in seniority of the kindergarten teacher the gap narrows and the kindergarten teacher at the top end of the salary scale earns about 88% of the average in the OECD organization, 14 similar to its counterparts in Italy, Sweden and Norway.

Working hours - New Horizon agreement stipulated new operating hours for the kindergartens to which the reform applies. According to Article 133 of the agreement, kindergarten hours from Sunday to Thursday will be extended by approximately 40 minutes each day, beginning at 55: 7 and continuing until 00:14. 12:45; In kindergartens where special education is run and special education preschools will have a longer day. The scope of pre-kindergarten kindergarten work that is not employed under the "New Horizon" agreement is 30 weekly hours: 27 hours at the kindergarten teacher's office are responsible for a kindergarten under the "New Horizon" practice agreement and three hours of education. 30 weekly hours for five working days a week; The complementary preschool teacher's job base is 8.33 hours six days a week. All of the preschool teacher's work hours are actual teaching hours, and therefore, the preschool teacher's actual teaching hours of 4.3 hours, which is about 200 minutes, are added. According to the representative of the Teachers 'Union, Ms. Lily Pokemonski, the number of supplementary kindergarten teachers' weekly working hours is the same as that of a kindergarten teacher, but her job base is 90% of that of a kindergarten teacher.

Under the agreement, a kindergarten teacher is entitled to be absent for a full working day every two weeks, or alternatively - for half a working day per week. That is, her job base is about three weekly hours lower than the original job base.

If this type of absence is not possible, and with the kindergarten teacher's consent, her employment will increase by 10% and she will be entitled to an additional salary accordingly. A pre-reform kindergarten teacher who discovered 50-55 is entitled to a two-hour reduction from the office. A kindergarten teacher who is 55 and over is eligible for a four-hour weekly reduction. A new kindergarten teacher is entitled to a two-hour reduction from the job base from age 50 onwards.

The agreement does not address the entitlement of a kindergarten teacher to reduce working hours after returning from maternity leave, an arrangement known as "nursing hour". The right to breastfeeding for four months from the date of return of the employee from the statutory maternity leave is a right granted to full-time working women by virtue of section 7 (3) of the Women's Labor Law, 1954, according to Ms. Rachel Tittelbaum, who is in charge of service conditions in the Power Division - A person teaching in the Ministry of Education, the right is granted to teaching workers who work seven or eight hours each day and therefore kindergarten teachers are not entitled to it. It has been noted that even preschool teachers who are not 17 included in the "New Horizon" agreement are not eligible for lactation time. By comparison, the position of a teacher in elementary education amounts to about 36 weekly hours over five working days: 26 hours of frontal teaching, five hours of individual work, and five hours of school time. A mother teacher is entitled to a reduction of half an hour's stay per day (5.2 hours weekly). Teachers who were employed before the reform and are 50-55 years old are entitled to a reduction of two weekly frontal hours. At the age of 55 and over, teachers are eligible for a three-hour reduction in frontal instruction and one individual hour. New teachers are eligible for a two-hour reduction in frontal instruction from age 50 onwards. In addition, teachers who return from maternity leave are entitled to a weekly stay reduction for four months from the date of maternity leave.

## Claims against Preschool teacher Terms of Service under the New Horizon Agreement

"Kindergarten Educators in Kindergarten" and preschool teachers employed in the education system raised allegations of violating the terms of employment of a kindergarten under the "New Horizon" agreement compared to non-kindergarten teachers' terms, as well as the differences between the conditions of hiring primary school teachers and those of kindergarten teachers. For discrimination of Preschool teachers in kindergartens. Among the allegations raised:

\*There are differences between elementary school teachers and preschool teachers in determining the level of wages according to the "New Horizon" agreement - as mentioned, the level of wages in the new agreement is determined by a conversion formula that includes the salary of a teaching worker and a regular conversion factor. Teachers in schools have a higher conversion factor than kindergarten teachers, and it varies according to the status of the teacher (parent teacher and classroom educator). As a result, kindergartens in kindergartens have been lowered to lower grades than elementary school teachers, and receive lower salaries than elementary school teachers, even though their pay was similar before the reform. Furthermore, the agreement stipulated quotas for teaching staff of the higher rank without distinction between teaching staff of different types. Teaching elementary school teachers in high salaries may protect these quotas from being filled by teachers and preschoolers, even when they are eligible for seniority and professional development. As mentioned, the Ministry of Education said that so far the number of teaching staff in the high salaries has not been limited by quotas.

\*Role benefits - The kindergarten teacher is given lesser rewards than those in primary school are entitled to. A complementary kindergarten teacher in a "New

Horizon" agreement is not entitled to any remuneration at all, while a supplemental kindergarten teacher who is not in the agreement is entitled to a 10% split.

\*Working Hours - Although the "New Horizon" agreement hardly changed the weekly number of preschool teachers (30.4 h) weekly hours for a preschool teachers employed under the agreement, compared to 30 hrs for a non preschool teachers employed under the non preschool teachers's hours of work. Three hours of education are included, while preschool teachers employed under the New Horizon agreement, all hours of work are actual teaching hours. As a result, the kindergarten teacher cannot complete work-related tasks that do not involve teaching during her designated work hours. In fact, the actual teaching hours of kindergarten teachers in the "New Horizon" agreement are greater than that of elementary school teachers employed under this agreement.

\*After maternity leave - a return teacher from maternity leave is not eligible for a four-month tuition reduction while elementary school teachers are eligible.

\*Kindergarten teacher is not eligible for overtime pay for 36 hours of off-school activity. As mentioned, the agreement to extend the "New Horizon" reform provides a solution to this issue. According to the representative of the Wage and Work Agreements in the Ministry of Finance, the roles and nature of the work in the elementary school and the kindergarten in the kindergarten are fundamentally different and there is no comparison between them, both in the combined salary and degree setting and in the field of job benefits. At the time the agreements were drafted, the needs and responsibilities of each of the positions were examined and on this basis, the relevant clauses of the agreement were formulated. The head of the preschool teacher department at the Teachers' Union, Ms. Lily Pokemonski, said that the "New Horizon" agreement resulted in considerable salary benefits for kindergarten teachers, including the addition of a

"New Horizon", increasing the remuneration of management and improving the promotion paths in the grades and seniority. In addition, kindergarten teachers, like all teaching staff who joined the "New Horizon" agreement from the 2012 school year, received a 4.3% burnout rate from their previous salary, but the additional work hours required by kindergarten teachers under the "New Horizon" agreement are lower than the additional hours. The work required of elementary school teachers in this agreement. The issue of payment for off-school hours was handled by the Teachers' Union and received a response in the new agreement, signed in August 2013.

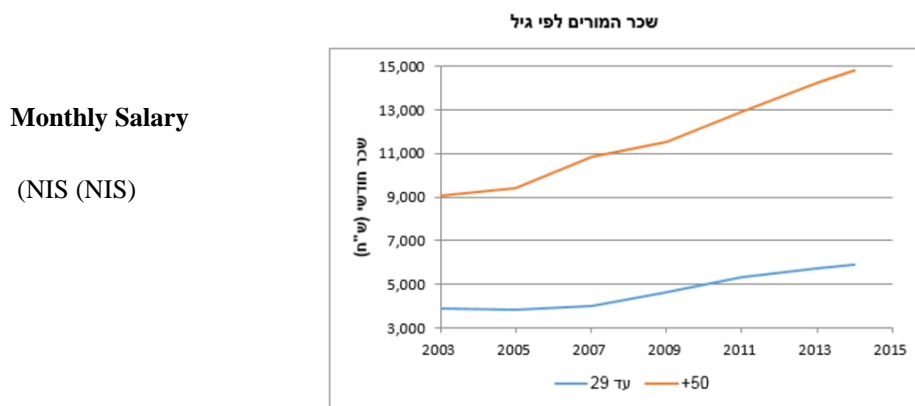
In an article published in 2016 on the Walla website titled "What the teachers got out and what the system achieved - 7 years for a new horizon" Avihai Snir wrote that a new Horizon reform should have brought about a significant change in the education system. The stated goal of the program was to make teaching an attractive profession to improve the quality of teachers. After seven years, one can begin to see how far the reform has been able to achieve its goals.

To achieve this goal, the reform was based on two key tools: raising teachers' salaries and transferring more power and authority to school administrators so that they have the incentive to run the school in the most cost-effective way and attract the best teachers.

In practice, the first goal of raising wages has been achieved but only partially. One can see in the chart that those who enjoyed the increase in salary are mainly the veteran teachers. Teachers with a seniority of 4-5 years still receive a salary of about NIS 6,000 a month. That is, a new teacher with a bachelor's degree, after a internship and a few years of seniority, still receives less than the median salary in the economy, which is about NIS 6,700.

## Teacher salary by age

### Teacher salary by age



When a new teacher looks for what salary is waiting for him on the horizon, he finds that even after 20-30 years of seniority, the salary he will earn will average about NIS 15,000 a month. But what are the chances that he will gain such seniority in a teaching role? Teacher burnout is high, so more than 50% of teachers leave the profession in less than 20 years. This means that a teacher's chances of getting high salaries are relatively low. In most cases, the teacher will end up in a system with significant burnout and without receiving the higher salary.

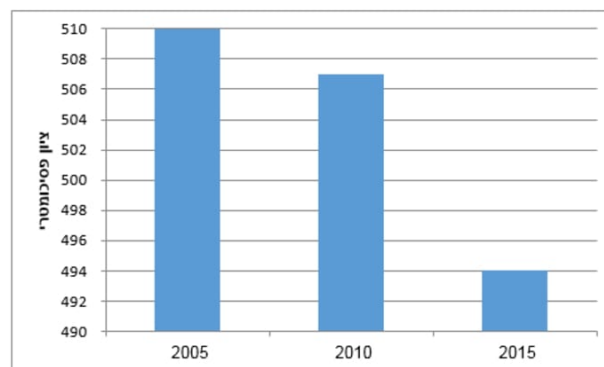
If burnout is not enough, there are two other reasons that make it easier for the average teacher to reach the high salary levels of a new horizon. First, teachers who manage to receive relatively high salaries receive this as a result of conditions they earned even before a new horizon entered. In contrast, new teachers are more difficult to get promoted and gain seniority through a new horizon. The reason: In order to advance the new teacher must not only stay in the system - but also stay in the same school, because for the promotion he needs recommendations from the principal. The problem is that principals have no special interest in leaving teachers, because as a teacher gains seniority, he receives higher pay - and increases school expenses. The result is that about a

fifth of young teachers go to school each year, and the greater part go to some schools in their early years. This is how it happens, until a young teacher starts to advance, it has not been long.

This leads us to the question of whether the second goal of a new horizon has been achieved so that it can raise the quality of teachers. The diagram below shows the average psychometric score of students in teaching colleges. From 2005 to 2015, the average score dropped from 510 to 494. To understand the meaning, one must understand that the psychometric test is structured so that a grade of 500 is the grade of a person of average learning ability. That is, the grade that an average candidate receives for teaching in 2015 is lower than the grade that should be given to a middle-aged person who takes the test after reading the preparation books and without taking preparation courses.

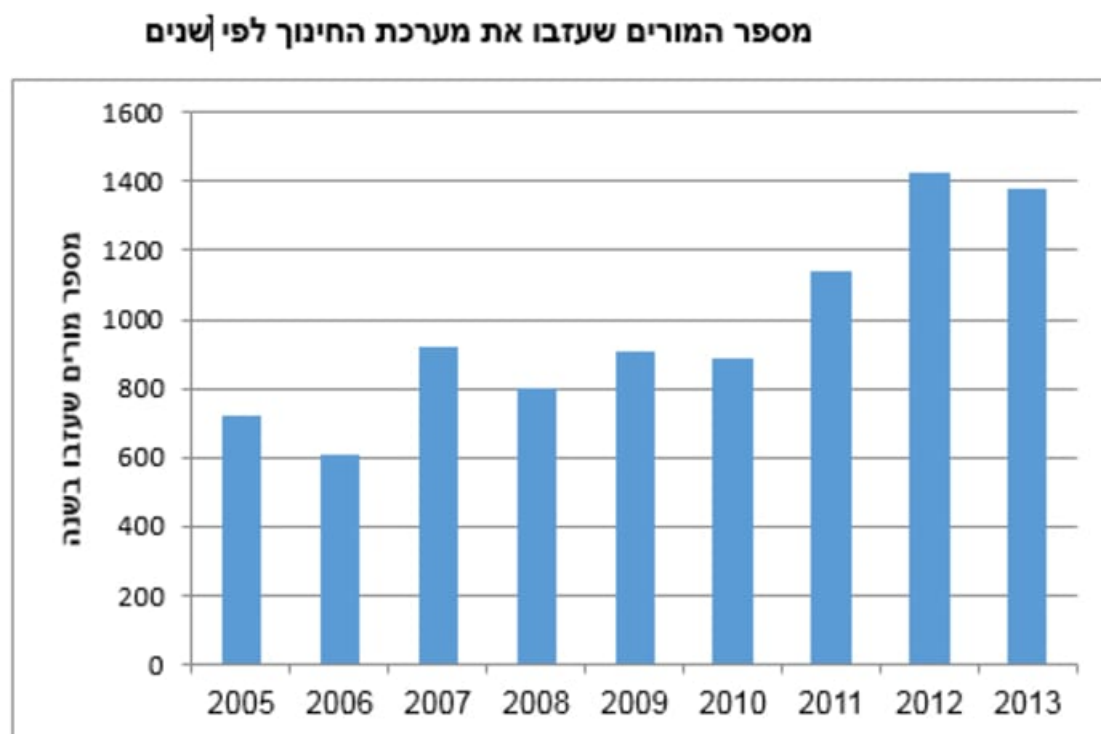
### **The average psychometric score of students in a teaching school**

הציון הפסיכומטרי הממוצע של סטודנטים בבתי ספר להוראה



If that is not enough, the data indicates that the rate of departure from the field is on the rise. The number of new teachers leaving the education system has risen from about 600 in 2006 to about 1,400 in 2013, and the numbers continue to rise. In addition, those who leave usually have the higher psychometric scores. So not only does the education system and the New Horizon program encourage middle

### A number of teachers who left the education system by years



### Criticism of the teacher's lack of autonomy in a new horizon era

David Yellin College's Early Childhood Track team wrote in the MofET Institute (2012) that it aims to train kindergartens "autonomous, capable of analyzing complex situations and making appropriate decisions." This ambition is grounded in a humanistic-democratic view that considers an autonomous personality in particular. And responsible for its development (Aloni, 1998). The Humanist-Democratic Approach accompanies the preschool faculty also in its regard to the role of preschooler in kindergarten and in the place of children and girls in kindergarten. All characters staying in kindergarten - staff, or children and girls, are seen as individuals with ideas, thoughts And opinions that are important to share in the decision-making process in all areas of life in the kindergarten.

Their assumption is that the more autonomous the kindergarten teacher has in choosing her educational approach and her implementation, the more autonomy



and choice can be made for preschool children and girls, foster democratic interactions and reduce power relations (2008; Dayan; 1997; Cannella).

The democratic humanist approach emphasizes trust in the individual's ability. The preschooler needs to convey a message to the child or girl that she believes in their ability and trust, so the "system" should convey a message to the preschooler who has confidence in her ability to choose the right and appropriate way to manage preschool.

In the last months of 2012, following the new wage agreement in the "New Horizon" reform, there have been changes in working conditions and guidelines for kindergarten teachers. New Horizon reform was seen as "an opportunity to advance the quality of the children's learning and experience in the kindergarten, to redefine the role of the kindergarten teacher and to improve the professional development of the teaching and teaching staff in kindergartens".

The demand for changes has led to criticism from kindergarten teachers and complaints about the difficulties they are experiencing in implementing these changes. For example, in an article in TheMarker newspaper, a kindergarten teacher said that "there are requirements to write down everything, this is a workload, which does cause kindergarten teachers to keep track of kindergarten, but is very burdensome" ... In the reports for incorrect details, kindergarten teachers write about groups they did not sit with and conversations that did not take place".

The college faculty tried to understand what the source of anger and frustration was, it was hypothesized, that turning to the kindergarten teacher to make changes is contrary to a democratic humanist approach that respects every individual and trusts its capabilities. The staff thought that the way the preschooler was asked to make changes sent her a lack of confidence in her professionalism and ability to act autonomously, an approach which, in the faculty's opinion, develops a lack of

confidence in the preschool teacher and impairs her ability to act as a professional preschool teacher. The incompetence comes from one of the preschool kindergarteners who said she felt frustrated, that she was insufficient and did not meet the standards and therefore felt that she was a poor kindergarten teacher".

The college faculty tried to examine whether this hypothesis is grounded, to what extent confidence in a preschool professional is expressed and to what extent her autonomy in decision making is encouraged. To this end, the faculty (2012) analyzed two recent documents published by the Ministry of Education, the preschool Division: "Educational Preschool Education - Guidelines for the Educational Team" (2004) and Planning, Management and Preparation Package. These documents were drafted following the demands of the "New Horizon" wage agreement. The Kindergarten Educational Pamphlet - Guidelines for the Educational Team brings "various topics aimed at achieving the main goals in kindergarten work" and introduces "the educational concept underlying the work in the kindergarten" (p. 5).

Planning, Management and Preparedness Case - From the kindergarten to the kindergarten presents general goals of the education system and program objectives. It is a management tool that includes most of the components needed to build work plans while creating a common language for all the kindergartens in the country in the year 2012 "(p. 13).

At the beginning of the preschool educational booklet, Sima Haddad of Yafit, Director of the preschool Department, writes: "The foundation for the essence of preschool is the child and the educational process. Addressing his physical, emotional, social, and intellectual needs, enables his abilities to be exploited, develops the creativity inherent in him, and expands his interests "(p. 5). This quote presents a concept that views every child or girl in a preschool with a unique personality with ability, creativity and interests. And that is indeed the concept

that underlies the humanistic-democratic approach. In our opinion, the faculty, in order for democratic humanist relationships to be developed with the children and girls in kindergarten, must be treated as a kindergarten teacher in the same way. That is, to develop its professional and unique personality to enable its capabilities, creativity, interests - autonomy to be exploited.

The document further reads: "The educational concept underlying the work in the kindergarten is presented here, which is a link between all kindergartens in the country. The preschool manager in collaboration with the educational team will outline its unique path and build the activities according to the preschool population and the community to which it belongs" (p. 5).

In an introduction to the "Mtana" document, Sima Haddad of the Yafit writes: "It is important to carefully examine the goals, objectives, tasks and guidelines for implementation and to plan how they will be integrated into the preschool / kindergarten teachers work plan and the ways to execute and assess. All this will be done through an evolving dialogue between the supervisor, the kindergarten teacher, the kindergarten staff, the parents and other parties accompanying the Kindergarten work" (p. 13).

The last two quotes present a model of educational work that is unique to each preschool and as such offers ample room for professional and personal interpretation of the preschooler and staff in the preschool. These can be interpreted as a message to a kindergarten teacher who has the space for autonomous decision making and choice about implementing the educational concept in the kindergarten.

To test the extent to which the preschooler is perceived as a professional person for her discretion and understanding of how to manage the preschool, teachers (2012) searched for two documents, such as "autonomy", "independence", "choice". There is no mention of a kindergarten teacher. The only possible choice,

(and it is very welcome), is to choose a kindergarten agenda structure from four suggested models (Matana, p. 32; Educational Doing, p. 37). In a document from the community that deals with various goals, the style is in the language of instructions: the Tachnier kindergarten teacher, the kindergarten teacher will expose, the kindergarten teacher will advance, the kindergarten teacher will organize, the tishir kindergarten, the kindergarten teacher will read. This style does not recognize the preschooler as an autonomous subject but as an object that fulfills instructions.

Particularly noteworthy in this context is Goal # 6 - Strengthening Kindergarten Kindergarten Status and Improving Teaching Quality "(p. 19), Strengthening Kindergarten Kindergarten Status is Perceived as Tasks to Perform. It needs to be professionally updated and continue to implement the new Horizon reform. The kindergarten teacher is not asked what her professional needs are and how she thinks her status can be improved. Her professional update is unclear in advance with her: The kindergarten teacher must belong to the supervisor's guidance and instructional needs (which are also determined by the supervisor), participate in professional development courses, participate in training according to professional needs or according to the supervisor's

On page 264 appears: "The kindergarten teacher's professional development plan will be determined by the supervisor." The second task of this goal is to embed a new horizon. This task will be accomplished properly if the kindergarten teacher works in small groups twice a day, holds individual meetings with each child once a month, records her work in accordance with a work plan and more.

In addition to the style of instructions, there is sometimes a sense of overflowing with requirements that do not allow informed choice and other than written. For example, Goal # 8 - Focusing on the Core Professions: The Kindergarten Teacher Will Know The Core Cluster Curriculum, The Kindergarten Will Combine

Exercise In The Agenda, The Kindergarten Teach The Children At least 8 Group Movement Games, The Kindergarten Teach The Children To Dance At least 5 Structured Dances By Independence Day , The kindergarten will hold focal points, the kindergarten will integrate at least 10 works of art (p. 20), and Goal 3 - Improve Educational Objectives: The kindergarten teacher will read and introduce to children at least 30 books a year, the kindergarten will engage with the children at least one song in each One day and one proverb every month. Needless to say, such requirements do not leave any preschooler discretionary, the use of quantities such as a number of books or a number of dances or games ignores the need to examine any activity in light of the preschool's children and girls, the preschoolers' priorities, and excludes it from the preschool decision-making process. Another example of the attitude towards the kindergarten teacher is found in an educational booklet in kindergarten. Titled "Principles for Running the Children During Discussion," it reads: "The kindergarten teacher creates a good, friendly atmosphere: eye contact and a smile promise a leisurely start" (p. 49). One kindergarten teacher pointed out to us that it was a humiliating statement. Does a kindergarten teacher need to smile at the children? Here, too, is a message that they do not trust the kindergarten teacher and question her ability to talk to children and girls.

This feeling that emerges from the guidelines that do not trust the kindergarten teacher is also reflected in the faculty conversations with the kindergarten teachers in kindergartens (2012). Says kindergarten teacher: "Feeling distrustful of the kindergarten teacher. The starting point is that you don't know how to be a kindergarten teacher." And another kindergarten teacher says: "The supervisors do not help, they come to the kindergarten and ask for evidence and documents for our work in the kindergarten. No trust, no help no intention. The feeling of loneliness is even greater." "Everything forced is no match between the

requirements and the needs of the children. There is no real reference to what the kindergarten teacher can do alone in kindergarten".

### Ambiguity in a new horizon document

Both documents contain a variety of concepts that can be interpreted in different ways. The meaning of a concept is not obvious but depends on who interprets it. Interpretation is influenced by educational attitudes, attitudes and prior knowledge (2010, Urban & Moss). There is no single answer to the meaning of concepts such as quality of education, educational process, capacity utilization, creativity, group work and much more. Therefore, different concepts are seen as obscure and unclear. This ambiguity can be regarded as a great advantage in the preschooler's work. In a democratic system, where all the details - children and girls, kindergarten staff, supervisors, counselors - share discussions about kindergarten work, this ambiguity provides an extensive and challenging way to examine different meanings,,

For learning diverse perspectives and recognizing different positions. In a democratic system there is an awareness that there is not just one correct answer and that shared meaning can be understood through a democratic discussion that also emphasizes disagreements, conflicts and thus develops critical thinking (2010, Urban & Moss). In a situation that does not encourage open and cold discussion, this ambiguity can be perceived as threatening and it causes insecurity and anxiety. The kindergarten teacher is dependent on the supervisor's interpretation and this dependency is one of the factors that hinder autonomy. The impression is that in the current reality there is legitimacy for the supervisor to interpret the guidelines, but no similar legitimacy was found for the kindergarten teacher. This creates the interpretable legality that each supervisor develops, and the kindergarten teacher has to adapt to that interpretation. When the kindergarten teacher realizes that the criterion for her success is external, it is difficult for her

to make decisions autonomously and instead of engaging in meaningful dialogue with preschoolers and children, she is busy producing different products according to the requirements.

The requirement for documentation is one of the examples of ambiguity of a concept. For example: "The kindergarten teacher will document her work in accordance with a work plan" (Maths, p. 19), or in connection with a personal encounter with a child or girl: "It is important to document and summarize at the end of each individual session the occurrence and impression of the kindergarten teacher" (preschool education, P. 11) There is a great deal of ambiguity about the documentation. What is documentation? What exactly to document, to what extent, for what? The requirement for documentation has created different guidelines in different districts and is subject to different interpretations of supervisors. Kindergarten teachers experience the requirement for documentation as a distrust of their ability and surveillance tools. Says the teacher: "The forms and reports violate the teacher's natural intuition. Being a kindergarten teacher is not an office job. " I need to learn shorthand, I am not concentrating on children only in documentation. Sometimes I read what I wrote and I don't understand myself".

Documentation could have been a great means of developing a preschooler's professionalism and encouraging her autonomy if it were to serve as a basis for a democratic discussion of preschool and supervisor staff to understand what is going on in the kindergarten. If kindergarten staff, as usual for Reggio Emilia in Italy, would refer to documentation as a basis for dialogue, exchange of views, discussion of real and non-theoretical situations (2010, Urban & Moss), in order to understand what was going on and to plan preschool work, it would have been seen as a tool. It is important. In practice, kindergartens in kindergartens perceive the documentation as controlling their work and reducing their autonomy. When a kindergarten teacher complains: "Most forms do not see the child," it is clear

that she does not perceive the documentation as a means of understanding the child or the girl.

The ambiguity of the concepts can be an excellent basis for a democratic debate on the interpretation of the meaning of work in kindergarten, but on the other hand it can strengthen a power relationship when only one side is legitimized to interpret. In conclusion, Moss and Urban (2010, Urban & Moss) note in their article that democracy is the creation of a space that recognizes the pluralism of opinions and views and allows different individuals to develop in different ways. Kindertartens should be a space where there is legitimacy for different views, trust in the ability of individuals and providing support for the kindergarten to examine and implement alternatives. In their opinion, Kindergarten work is also a process of trial and error that can be learned from it.

The College's faculty (2012) attempted to assert in its paper that the Education Ministry documents intended to guide the kindergarten teacher in her work present an authoritative, undemocratic position that does not allow the kindergarten teacher to voice her voice.

It can be argued that any document that presents guidelines would be difficult to formulate in a more democratic way that would allow a kindergarten's autonomy, and that there should be no difference between a humanistic-democratic reference for kindergarten and girls in kindergarten and kindergarten kindergarten.

A preschool educational brochure passes on a humanistic-democratic message regarding children and girls. To draft a document that addresses kindergarten teachers in this way is enough if we use the wording of the booklet and instead of children - the college faculty intends to write kindergarten kindergarten. To illustrate this, use the college faculty in the table on page 26 and describe ways of learning about children and girls. The table presents a humanistic-democratic approach relating to a child in a column that refers to children's learning ways as



autonomous subjects learning from their activities and replacing the word "children" with the word "kindergarten":

\*The preschooler brings with her learning processes and knowledge from previous experiences,

\*Kindergarten teacher builds new knowledge by experimenting with the environment,,

\*The kindergarten teacher learns through interactions,The kindergarten teacher learns while rehearsing around,

\*The educator learns when she is proactive and active and has the freedom to choose,

The preschooler learns when she has a lot of time to act and deepen,\*

The preschooler learns when she has the opportunity to experience success,\*

\*The preschooler develops by engaging in topics that are of interest and close to the core.

It seems to Staff (2012) that such a concept of a kindergarten teacher will change her attitude and that, in their opinion, is the right way for her professional development and strengthening of her position.

One of the important goals that Israeli society today must face is the strengthening of its democratic foundations (Dayan, 2005). To enable democratic debates, time is needed (Urban & Moss 2010). In a system where time is a valuable resource, it is very difficult to develop democratic processes, allow deliberation, express Opinions, Prolonged Processes of Decision Making Under the New Horizon Wage Agreement, the day's work in the kindergarten ends at 2:00 pm, which is a half-hour extension, the college faculty (2012) suggests that this extension will be a workday extension only for the kindergarten teacher.

The kids and girls will end the day in kindergarten at 1:30 pm as has been the case so far. At midnight, from 1:30-14:00, the kindergarten staff will be able to sit down daily to discuss issues that arise during the day, exchange information, deepen the meaning of events, get to know children and girls better, interpret their behavior and plan accordingly. . Such discussions, at the end of each day, will create a democratic space that allows professional and serious reference to work in the kindergarten.

On the website THEMARKER published two Sheila in 2011 (one year after the implementation of the "New Horizon reform") an article called "Hungry and frustrated: What exactly is improving the new Horizon reform in children's education?"

Sheila writes that the children return hungry, the parents unhappy and the kindergarten teachers frustrated; Two weeks have passed since the start of the school year, and kindergartners are having trouble understanding what exactly the Education Ministry reform is improving, preschoolers feel very hungry every day. In the morning they eat a sandwich, a cut vegetable and fruit in the kindergarten that the parents put in their bag. They are accustomed to having lunch at 2pm, but this year the kindergarten they are studying has joined the New Horizon Reform and added half an hour to stay there, so they have to wait longer for food to come in.

Kindergarten teachers who joined New Horizon reform also said the first problem with kindergarten reform is that the extra hours are minimal - only half an hour, kindergarten education ends at 2:00 pm rather than 1:30 pm. Extending the school day also extended the activity in some of the afternoons - from 6pm to 6:30 pm.

It's hard to say the change is significant, but the kids are hard to deal with, mainly because of the lunch issue. The Ministry of Education tried to solve the problem with a light meal like biscuits at noon, but that didn't really solve the problem.

Educators working with the Department of Education told TheMarker that "While this is only an extra half an hour, these are children who find it difficult to stay awake for so long. They deserve a warm meal at a reasonable hour".

And if it is not enough that kindergarten teachers, children and parents criticize the reform, even in the teachers' union, the body that represented the kindergarten teachers in the negotiations is not satisfied with the reform. Lily Pokemonski, director of the Preschool teacher Department at the Teachers' Union, stated that extending the kindergarten education day gives nothing. She said she reached negotiations with the Treasury and the Ministry of Education with a desire to extend the education day to 5pm, and to give the children a place to have lunch and a place to rest, "she says. But the reactions to this were very unfriendly, because it would have doubled the budget. Pokemonski also recommended ending the kids' school day and sending them home at 1:30 pm, and letting the kindergarteners spend half an hour in the kindergarten sitting quietly and doing their job in terms of paperwork".

### Arguing about the reform

It is also stated in Themarker that a new horizon was launched in 2008, and for its implementation, the State of Israel allocated NIS 5 billion by 2013. The key element of the reform is the improvement of the conditions for teachers and teachers in the kindergarten and their status - in exchange for the addition of working hours. These hours are for small groups and for school and kindergarten, with the aim of promoting the children and meeting their needs.

Kindergarten reform is different from elementary schools. Elementary teachers have been assigned extra school hours for a fee, where they are expected to complete the tasks they have done so far at home - such as preparing lessons and exams. In contrast, in the kindergartens, a year after the reform began, it is not at

all clear what the reform includes. For one thing, there was agreement: the school day would be extended by half an hour.

The original initiative of the kindergarten Reform, initiated by the Ministry of Education, was not to settle for a new employment agreement, but to renew the pedagogical concept.

The Ministry of Education concluded that preschool teachers should pay more personal attention to children and sit individually with each of the children once a month, as well as conduct occasional activities in small groups and to fill out various reports on children during kindergarten activities (until 14:00).

However, the Teachers' Federation sees things quite differently: where it is felt that individual activity with children should be beyond kindergarten hours, for example, in the morning or days when kindergarten ends, and preschoolers should be rewarded on an overtime basis.

As always, the fight is about money - NIS 50 million in this case. The Teachers' Union and the Ministry of Education are still negotiating with the Treasury for extra hours - where kindergarten teachers were supposed to conduct individual sessions. In the meantime, the Treasury has decided not to approve the budget increase for this. Therefore, at this stage, the Education Ministry supervises the preschool teachers to carry out the individual activity, but in the Preschool teacher Trade Union, the Teachers' Federation believe that as long as there is no preschool teacher consent there should be nothing further. On the ground, some Kindergartens have individual activities, and some do not.

#### "Report fabricators because of the load"

It was also stated in Themarker that at the beginning of the reform the declaration of individual work sounded promising, but in practice it was not backed up with standards. In kindergartens under the supervision of the Ministry of Education,

as part of compulsory education law from age 3, the standard stipulates that every 31 children should be a preschool teacher and the maximum number of preschool children will be 35. The 34 children will be under the responsibility of the assistant alone.

According to the reform, the kindergarten teacher should sit with each child for about fifteen minutes at least once a month, and with three small groups each day for about 30 minutes. In simple terms, it's more than an hour and a half dedicated to individual work out of the six hours she's in kindergarten, which makes it difficult to help stay with the other kids at the same time.

There are even those who claim that the reform has only caused additional burdens, there are requirements to list everything. This is another workload, which, though, causes kindergartners in kindergartens to monitor the activity in the kindergarten, but is very burdensome. And there are even kindergartens in kindergartens that produce reports that do not meet the requirements, kindergartners write about groups they did not sit with and conversations that did not take place".

A preschooler interviewed anonymously believes that lowering the standard of preschool children, or the addition of personnel, would have allowed much more quality time with the children, She said she know preschool teachers who have 35 children, some of whom are under the age of 3 and all day cleaning non-rewarding buttocks.

This does not allow them time to sit with the children!

The opinion of the kindergarten teacher is backed by Idit Tzulman (2011), the head of the kindergarten teachers' training programs in the private Kindergartens at Levinsky College, which believes that the problem is not the end of the school day - but a more fundamental problem. "The number of children in kindergartens in Israel is much larger than the number of OECD countries and also higher than

the recommendations of research in the field," she says. "The kindergarten is expected to have 25 children, and there are many countries where the number of children is 18. In Israel there are Kindergartens with 37 children and two staff members. This is too many children and too little educational staff".

OECD data shows that Israel's situation in this area is very bad compared to developed countries: the number of students in kindergarten in Israel is 21.9 - much higher than the average in the organization, 14.4 children per kindergarten, and countries like Ireland (10.3) and the US (13.4). For the kindergarten team (kindergarten teachers, assistants and assistants) Israel is ranked relatively well - 11.1 children per staff member, compared with 13.1 in the OECD.

"Everyone will learn how to make the best of it"

Thwmarker also notes that contrary to the negative opinions expressed about the "New Horizon" reform, Dr. Claudy Tal, head of the department and early childhood program at Levinsky College of Education, believes that the rationale underlying kindergarten reform is important: "The intention is to allow more personal work with the children. This is an important focus that gives precedence to the concept of in-depth work, and is not focused solely on the practice of skills. "But, she says," it is a problem that reform is parachuted from above. This creates resistance among kindergarten teachers. They need to be given time to understand the benefits, find out how to apply work in small groups in kindergarten".

Also, Dafna Lev, director of the Tel Aviv Municipality's Culture and Sports Education Administration, believes this is a moderate change that is an opportunity to promote activities that contribute to children's development. "It's another stay in the Kindergarten," she says. "Although only half an hour a day, but per week it accumulates for two and a half hours and a month for more than 10 hours. Remember that the average length of activity in the kindergarten is

about fifteen minutes to 20 minutes, so even half an hour is a significant period of time in the kindergarten".

Lev does not deny the negative buzz produced by the reform, but believes there are solutions: "Any change causes anxiety and fears, but after a certain period everyone will see that the best can be made of it".

Sima Haddad-Yafit, director of the Department of Pre-primary Education in the Israeli Ministry of Education, says that during the reform discussions proposals such as extending the school year, increasing staffing or reducing the number of children were raised - but stressed that an agreement had to be reached between the Ministry of Education, the Ministry Finance and Teacher Organizations.

"Reducing the number of preschool children requires easy preparation," says Hadad. "We aim to reduce the number of children in kindergartens or raise the number of staff members. This is an issue that we will continue to address.

Part of the reform is improving kindergarten teachers' living conditions, and we couldn't get that from the Treasury without added value".

She said much of the difficulty, both of kindergarten teachers and parents, is a product of lack of knowledge and adaptation to change. However, she stresses that ministry staff are negotiating with the Treasury about extra hours for kindergarten teachers (beyond kindergarten hours), which has yet to be approved. "Some kindergarten teachers are upset about the agreement because, in their opinion, they are not rewarded enough. We have instructed supervisors to be attentive to the claims that are coming up, and we hope that everything will work out in the end".

Shiloh adds in an article in Themarker that the Finance Ministry said in response: "The changes that are taking place as part of a new Horizon kindergarten reform were agreed upon in a collective agreement that was signed two years ago, in

December 2008. Among other things, it was agreed that kindergarten teachers will work until 14:00, thus effectively extending The kindergarten day, and the preschool work week is set at about 30 hours, compared to the elementary and middle school teachers' work week, which work 36 hours weekly and 40 hours of upper-division teachers.

"The requirement to fund overtime for preschoolers in kindergartens has already been raised as part of the negotiations. The Treasury has discussed the matter with the existing situation where preschoolers release kindergarten children in the morning on the day an evening Kindergarten party is held and parents are forced to pick up their children at very early hours. Due to the refusal of the teachers' union, the matter dropped from the negotiating table and the agreement was signed without school hours for kindergarten teachers.

Preschool teacher in kindergartens angry: "In the near future, we will not receive extra salary".

Sheila (2011) also writes that preschoolers in many kindergartners are outraged by the reform and express their views on it in online forums. They said the reform system, such as individual hours, group hours and writing reports on a variety of issues, added a lot of work and workload throughout the day - but did not earn a satisfactory salary. They even offered to resign because of the new demands.

The main argument of preschool teachers is that it is not certain that there will be a significant improvement in their wages. Education Minister Gideon Sa'ar proudly announced a 16% raise for preschool teachers thanks to a new horizon. The Teachers' Union also told TheMarker that preschool teachers will receive a 24% pay increase (a basic 16%, which includes a management remuneration supplement for everyone) - while the extra work time is 12%. But the preschool teachers say that because of their complex salary calculation, which includes new



seniority stairs, rewards and so on, the hourly wage is ultimately lower than before.

On the Calcalist website, published in 2019 (about nine years after the reform began), hundreds of kindergarten teachers are suing the state and demanding to compare their conditions with those of the elementary school teachers who achieved the "New Horizon" reform.

Kindergarten teachers are required to compare the length of their work hours, allow a break, receive several "job duties" at the same time, and compare the salary calculation method to that of teachers. They claim: "We are being exploited, we are step-sisters. The teachers' union is acting in its role." It is worth noting that the cost of the addition is estimated at thousands of shekels a month for kindergarten, the following is the detail:

514 kindergartens in public kindergartens in Israel have filed a lawsuit with the Tel Aviv Regional Labor Court to significantly improve their employment conditions and compare them to those attained by primary school teachers in the "New Horizon" reform.

The lawsuit was initiated by the "Preschool teacher Education" organization (a rival organization for the "Teachers' Union", which has always represented the preschool teachers), by Attorney Vered Gretel and Liat Shoshan-Barak. The organization estimates the cost of additions in thousands of shekels a month to the kindergarten, depending on seniority and scope of the job.

The preschool kindergarten teacher requests, among other things, that the Labor Court declare that all activities that the preschool teacher requires to do in addition to the frontal instruction, such as training and seminars, are within working hours. Therefore, the state must pay plaintiffs the full wages and associated conditions, including pension, travel and parking expenses, for these hours.

Kindergarten teachers also say that in the "New Horizon" reform, 156 hours were spent on preschool management (13 hours per month), while primary school teachers received an additional 296 hours. They also sought to compare the length of their work time with the work of primary school teachers. Today, teachers receive hourly wages for only 45 minutes, while kindergarten teachers receive full 60-hour wages. In addition, they request that the state allow them to take half-hour breaks from their work, as required by the Working Hours and Rest Act.

Today, preschoolers receive only one role in kindergartens, even if they serve in a number of special roles, such as a mentor and director. They need to allow them to receive some "role reward" at the same time as the elementary school teachers receive. Another claim: to compare the method of calculating wages ("conversion factor") with that received by teachers under "New Horizon", which is much higher than that obtained by preschoolers in kindergartens.

The lawsuit states that "the state discriminates against kindergarten teachers against primary school teachers, violates their rights violations and violates the provisions of labor laws ... Of the preschool kindergarten in the state and violates its duty to fair representation of the preschool kindergarten".

According to Dorit Hazan, preschool teacher Education Chair, "We are tired of the system taking advantage of our dedication to children and employing us in impossible conditions that are only deteriorating as the conditions of primary school teachers are gradually improving. For years the Teachers' Union has referred to us as 'step sisters'. We decided to take our fate into our hands because no one would do it for us".

Attorney Gertel says "the teachers are being discriminated against by the teachers illegally and are employed under inappropriate conditions in gross violation of the labor laws".

## **Conclusions from chapter 2 2.4**

1. One of the main goals of the reform is to raise the professional identity of kindergarten teachers by improving their status and wages.

2. Many kindergarten teachers are dissatisfied with the change in the structure of the teaching post and the demands that the reform brought and feel that they cannot meet the heavy burden.

3. Many kindergarten teachers complain that they did not consult with them about the real needs of the reform decisions.

4. An incomprehensible wage increase method and many kindergartens in kindergartens are unable to read their pay slip and feel that the reform has hit them and that the wage increase does not match the load of requirements.

In order to evaluate the "New Horizon" reform outputs and its results, I will measure the kindergarten teachers' perception of the "New Horizon" reform according to the following outputs / results:

\*On the pedagogical level - improving the emotional, social and cognitive skills of the children; Preschool teacher attitudes in kindergartens towards structural changes on the day of kindergarten activity; Realization of pedagogical goals in the various frameworks: plenary, groups, individual; Increasing the preschoolers' acquaintance with each of the children; Improving the provision of differential pedagogical response tailored to children.

\*On the climate level - better connection between preschoolers; decreased violence between children; Improving children's sense of belonging; Improving social skills; Non-formation of stress and stress phenomena in children in response to structural changes; Deepening familiarity and strengthening the kindergarten-child relationship; A more tailored kindergarten teacher's reference to the child's needs and abilities; Increased satisfaction and sense of kindergarten

teachers' ability; Improving preschoolers 'work motivation in preschool; maintaining preschoolers' sense of autonomy; Increased parental involvement in preschool pedagogy and support for it; Enhancing parental satisfaction; Preventing parental over-involvement.

\*On the organizational level - improving the organization of the daily and annual work plan; Strengthening the kindergarten teacher's sense of control in kindergarten management.

On the compensation level - wages, pensions and working conditions.\*

**According to these conclusions, the researcher will examine the impact of the professional self awareness of preschool teachers following a new horizon reform by setting the benchmarks that brought with it reform,** and these metrics: kindergarten teacher satisfaction in general from their work: satisfaction with reform, professional support, Working hours, working conditions, their opinion on the professional status of preschool kindergarten in general, their relationship with parents, their professional development, their sense of autonomy in their work, their workload and their organization.

In addition, the researcher will look at whether the Preschool teacher has seen a good improvement in Kindergarten operations and management in connection with the implementation and implementation processes of the reform, and ask about salary satisfaction and social conditions, the extension of the work day, the training, their work program from the group meetings and individual conversations with preschoolers.,

**Research Question - What is the impact of a new Horizon reform on the professional identity of early childhood teachers in the professional field?**

**To answer this research question, the researcher will synthesize the first two chapters presented in this dissertation.**

**From the first chapter the researcher will bring the theoretical model for measuring the professional self awareness of children's teachers, and from the second chapter the researcher will take the main principles of reform and "dress them up" on the theoretical model for measuring the professional self awareness.**

**This study will highlight the pros and cons of reform and hence its importance, as this is the perspective of early childhood education that experiences reform with its advantages and disadvantages.**

**It will also be interesting to understand by quantitative and qualitative findings the extent to which reform has raised the professional identity of early childhood teachers, as it is well-known that this is a clear and stated goal in reform.**

**The findings of this dissertation will provide researchers and readers with a thorough understanding of the concept of reform in the eyes of early childhood teachers and will serve as a source of recommendations for improving the current situation in the education system following the implementation of the reform.**

## **Chapter 3 -Organization and Methodology of Research-** **Presentation and analysis of research results**

### **3.1 Organization and methodology of the study**

#### **The study population:**

\*For Quantitative Findings - The study population is among a representative sample of 153 veteran preschool teachers who worked in the kindergartens even before the reform. The questionnaires were delivered in person at the training preschool teacher sessions, in Israel, between April - August in the year 2018.

\*For qualitative findings - In-depth interviews were conducted with 6 veteran kindergarten teachers who worked in the kindergartens before the reform. The interviews were conducted in Israel from April to June 2018.

Details of the questionnaires can be found in the chapter detailing the research methods.

#### **:Research questions**

- 1.To what extent are early childhood teachers generally satisfied with the various areas of reform?
- 2.Has "New Horizon" followed the idea of early childhood teachers changing work in kindergarten?
- 3.In what ways does the New Horizon reform affect areas related to preschool teacher activity and conduct?
- 4.What is the impression of early childhood teachers on parental attitudes regarding the extension of kindergarten day activities under "New Horizon"?

- 5.Are the conditions in the kindergarten suitable for the children's activities also in group work and individual meeting?
- 6.To what extent has the quality of encounters with parents changed as a result of the "new horizon"?
- 7.To what extent are early childhood teachers satisfied with their level of pay today?
- 8.To what extent are the early childhood teachers satisfied with the professional development system following "New Horizon"?
- 9.If it were given by early childhood teachers, would they recommend that the system stop New Horizon reform in kindergartens and return to the previous work format?

**Criteria and metrics for the impact of the "New Horizon" reform on the professional self awareness of preschool teachers:**

This study seeks to achieve three goals that complement each other:

- 1.A snapshot of the process of implementing the kindergarten reform at the end of eight years of its implementation, with reference to the developmental processes that began in the professional status of early childhood teachers during these years.
- 2.Assessing the extent to which reform goals are achieved according to perceptions of early childhood teachers, including reference to their strengths and weaknesses, also in a process perspective.
- 3.Identify ways and recommendations to assist reform in achieving its goals related to the professional status of early childhood teachers, examining the changes required by early childhood teachers to advance the implementation of

the reform goals, as it is a reform that is still controversial after 8 years and has many opponents Intended for preschoolers.

**The findings below will be presented according to the main questions underlying the assessment:**

**A.** How are the goals of the "New Horizon" reform and its rationale for perceptions and attitudes of early childhood teachers to be implemented? This question relates to the interpretation of early childhood teachers' goals of reform - what is more beneficial to them and what is detrimental to their professional self-awareness?

**B.** How is the process of implementation of the reform being implemented? Describe how early childhood teachers respond to reform on their various aspects and aspects, what is more and less implemented, what are the different ways in which different early childhood teachers implement the elements of reform and how it affects their professional self-awareness 1.

**C.** What are the transformations that the kindergarten reform has undergone during its eight years of implementation? With reference to the changes in the kindergarten as a result of the "New Horizon" operation, and the perceived effects of the program on the professional self-awareness of early childhood teachers.

**D.** What are the strengths and weaknesses of reform from the perspective of early childhood teachers? And their impact on the professional self-awareness of early childhood teachers?

**E.** What are the changes that are needed by early childhood teachers to advance the reform goals?



**The following findings will be presented in the "Method" chapter according to the above questions and in two chapters:**

**Chapter 1** - Perceptions and Attitudes of Early Childhood Teachers, Performing Reform, Towards the Impact of Reform on Preschool Work and Behavior.

**Chapter 2** - Perceptions and Attitudes of Early Childhood Teachers, Performing the Reform, Towards the Impact of Reform on Other Variables Characterizing the Professional self-awareness 1 , such as Salary, Professional Development, System Security, System Transparency, etc.

**The method section will describe the research toolkit developed to find the criteria and metrics for the impact of the "New Horizon" reform on the professional awareness of children's teachers.**

In order to obtain as comprehensive a picture as possible of the implementation of the reform and its impact on the professional self awareness of early childhood teachers, a quantitative approach and a qualitative approach were integrated into the research system. The quantitative method gives a detailed picture of the implementation of the reform on its various shades, while the qualitative method allows an in-depth analysis of the attitudes, feelings and expectations that accompany the implementation of the "New Horizon" reform.

**The findings are based on two sources:**

The survey was conducted in Israel in April-August 2018 with the participation of 159 active kindergarten teachers, 153 of whom answered a questionnaire and 6 were interviewed.

The questionnaires were administered personally at professional development meetings of the kindergarten teachers in the period April-August 2018. The interviews are in the period April - June 2018.

The construction of the questionnaire was supported in part by questionnaires developed by the Israel Land Authority (ILA) – the National Authority for Measurement and Evaluation of Education in the Ministry of Education in 2012, with adjustments tailored to the goals of the survey and partly based on the information received from the qualitative survey. The questionnaire is structured in an orderly manner according to the "regulated" subjects of the New Horizon reform.

The questionnaire contains 29 quantitative questions, along with the details of the sections, it contains 89 sentences (see Appendix No. 1) as well as 11 predetermined open questions (see Appendix No. 2).

#### Details of the topics in the questionnaire

The purpose of questions no. 1-3 is to examine the degree of satisfaction of kindergarten teachers with the changes brought about by the reform.

The purpose of question no. 4 is to examine the positions of the teachers regarding the impact of the "New Horizon" reform on the kindergarten's activities.

The purpose of questions 5-6 is to examine the attitude of kindergarten teachers to the impact of the reform created following the extension of the school day in kindergarten.

The purpose of the question and no. 7-8 is to examine the position of the kindergarten teachers regarding the effect of the reform on group meetings.

The purpose of Question 9 is to examine the position of the preschool teachers regarding the impact of the reform on daycare centers.

The purpose of questions no. 10-12 is to examine the position of kindergarten teachers regarding the impact of the reform on the annual work plan.

Questions 13-16 seek to examine the position of preschool teachers regarding the impact of the reform on the documentation of nursery work

Questions 17-20 are intended to examine the position of the preschool teachers regarding the impact of the reform on the relationship with parents of children in preschools.

The purpose of questions 21-22 is to examine the status of kindergarten teachers in relation to wages.

The purpose of questions 23-27 is to examine the attitudes of nursery teachers in relation to professional development.

Question 28 is a general question for examining whether kindergarten teachers recommend further reform.

Question 29 is an open question and is intended to provide kindergarten teachers with a place to write down more information.

Through in-depth interviews, **which included 11 questions**, the perceptions and attitudes of the kindergarten teachers towards the "New Horizon" reform were examined. The purpose of an in-depth interview is not to get answers to certain questions or to test certain hypotheses, but the desire to understand the experiences of other people and the importance they attach to that experience. The interview was semi-structured, meaning that it includes predetermined questions, but you can change the order of their questions and add more questions, follow-up questions, depending on the development of the interview. In other words, the interview received both the flexibility of the unstructured interview and the framework that characterizes the structured interview.

## **The quantitative method**

The quantitative method focused on quantitative evaluation of the outputs and outcomes perceived from the reform and a formative assessment of the implementation of the reforms and attitudes towards them. The quantitative research was aided in part by questionnaires developed by the RMA - the National Education Measurement and Evaluation Authority in the Ministry of Education in 2012, adding changes according to the research objectives, and partly based on information produced from the qualitative research.

In order to evaluate the "New Horizon" reform outputs and its results, early childhood teachers' perceptions of the "New Horizon" reform were measured according to the following outputs / results:

**\*On the pedagogical level** - improving the emotional, social and cognitive skills of the children; Early childhood teachers' attitudes toward structural changes on kindergarten day; Realization of pedagogical goals in the various frameworks: plenary, groups, individual; Increasing the familiarity of early childhood teachers with each of the children; Improving the provision of differential pedagogical response tailored to children.

**\*On the climate level** - better connection between preschoolers; decreased violence between children; Improving children's sense of belonging; Improving social skills; Non-formation of stress and stress phenomena in children in response to structural changes; Deepening familiarity and strengthening the kindergarten-child relationship; A more tailored approach by the kindergarten teacher to the child's needs and abilities; An increase in the satisfaction and sense of competence of early childhood teachers; Improving the motivation of work for early childhood teachers; maintaining the autonomy of early childhood teachers; Increased parental involvement in preschool pedagogy and support for it; Enhancing parental satisfaction; Preventing parental over-involvement.

**\*On the organizational level** - improving the organization of the daily and annual work plan; Strengthening preschool teachers' sense of control in preschool.

**On the compensation level** - wages, pensions and working conditions\*

Because the kindergartens could not be classified according to the preschool age groups, the data and reports will be compiled for all children (ages 3-6) without age segmentation.

### **The qualitative method**

The data collection tool in the qualitative approach was in-depth interviews that enabled the perceptions and attitudes of early childhood teachers to be explored with regard to New Horizon reform, perceptions and attitudes that are more aware and some less aware of themselves but have an impact on their feelings and how they implement them. The various reforms, The individual interviews allowed for a deeper understanding of each interviewee's perception of the subject being investigated, given his unique world and role.

### **The research focuses on three areas:**

**The first chapter** deals with the concept of "New Horizon" by early childhood teachers, how the concept of reform is influenced by how some of the relevant organizational and pedagogical processes are perceived.

**The second chapter** presents a snapshot of the implementation of the full-scale reform, what has been implemented and what has not been implemented according to the perceptions of the operational level, and how, why, and the degree of satisfaction with early childhood teachers. Examination of the implementation was done for each of the components of the reform individually,

as well as for the main systemic products that these components, together, should achieve: upgrading the organization and operation of the kindergarten and promoting the kindergarten.

**The third chapter** deals with the reform of broader contexts of its process and its impact on the perception of preschoolers and the role of early childhood teachers, with a view of the preschoolers' responsiveness to the program and the conditions and implications of this process on preschoolers' perceptions and the role of early childhood teachers.

### **3.2 Presenting and analyzing the results of the study**

#### **3.2.1 Presenting and analyzing the results from interviews with preschool**

##### **Main findings - data collection**

##### **Chapter 1 - Perceptions and Attitudes of Early Childhood Teachers towards New Horizon Reform in Kindergarten and Their Will to Continue Implementation.**

As part of the "New Horizon" preschool reform, many changes have been introduced in the day-to-day management of the preschool, as well as the direct and indirect work of early childhood teachers. The study looks at how early childhood teachers perceive the main processes included in the reform, what their attitudes towards and satisfaction with them are, and whether they want to continue their implementation.

##### **The "New Horizon" reform concept in light of the processes taking place in kindergartens in recent years from the perspective of early childhood teachers**

This subchapter addresses process-vision reform and describes the different ways in which early childhood teachers perceive the processes that kindergartens have undergone in recent years when a "new horizon" reform has been introduced into

kindergartens. Processes also related to the organization and construction of the kindergarten, including the changes that have taken place in the concept of its central role. The focus is primarily on the contradictory and complementary concepts of imparting knowledge to children, en route to absorbing them in the elementary education system, as opposed to developing parties and social and emotional skills in children. Naturally, references to this chapter exist only in in-depth interviews and not in questionnaires.

### **Qualitative findings**

According to preschool teachers, the development of preschoolers is a sign of a contrast between the direction most of them are in, and the direction that preschoolers are developing due to the influence of other factors, the Ministry of Education and the parents of children, who are pushing the preschool in the direction they are looking.

While kindergarteners, for the most part, achieve goals that emphasize the child's well-being, emotional care, warmth, and confidence that are important for his development, along with imparting interpersonal skills and values, many parents and the establishment ministry's system are interested in the preschoolers' concept of promoting achievement goals. Knowledge.

This is also at the expense of children's emotional nurturing. This is reflected, in their description, by introducing more detailed curricula, by increasing the pressure of the system to promote children in these areas, and by increasing expectations of parents that the children will not only enjoy the preschool, but will gain initial knowledge in reading, writing, arithmetic and the like.

The early childhood teachers, according to their descriptions, try to preserve the preschool as a child in which the child is subjected to a kind of ongoing childhood

situation. A situation that should not be rushed and finished to put it in a demanding and timely frame. But it must be exhausted, for the benefit of the child, by allowing the play, freedom and spontaneous expression of the child's being.

Preschool teachers, for the most part, are aware of the need to give children a load of knowledge and concepts to prepare them for school, but to a much lesser extent than they think parents or the Ministry of Education believe. First, as far as they are concerned, emphasis should not be placed on knowledge itself, such as the identification of letters of the alphabet, but on the basic skills on which the accumulation of knowledge rests, such as inquiry, or social skills necessary for proper integration in the classroom. Second, in their view, children's learning rate is subject to development and maturation processes, which have their own pace, and are almost unaffected by the attempt to artificially accelerate them.

It can be summarized and said that from the point of view of kindergarten, there is a struggle for the kindergarten in the kindergartens, according to the basic positions described. This struggle leads to a constant process of change, which, even if many of its components do not match the kindergarten's preference, also has quite a few positive sides. "New Horizon" is, in their view, another step in the ongoing process of changing the genes in recent years.

### **1. Perceptions and attitudes of preschool teachers in relation to the "New Horizon" reform and the desire to continue its implementation**

In the previous subsection, the various modes in which kindergarten teachers perceive and evaluate the "New Horizon" reform have been described in the context of pedagogical-organizational processes that have applied, in actual or perceived way, in kindergartens in recent years.

One of the main goals of the "New Horizon" reform was to bring about a change in the kindergarten teacher status and assistance by extending the kindergarten



day, raising wages, and promoting their professional development. These changes and additions were intended to change teachers' perceptions of kindergartens regarding key aspects of their preschool work, most notably their satisfaction and professional satisfaction.

This subsection presents perceptions of reform among early childhood teachers, the perceptions presented below reflect the degree of satisfaction with reform, and the degree of desire to continue within it.

#### The desire to continue implementing "New Horizon" reform:

As part of the study, early childhood teachers were asked whether they would recommend the system to continue or stop the "New Horizon" reform in kindergartens.

Table 1 presents preschool teacher responses to this question. The picture that emerges from the findings regarding the degree of desire to continue the reform is that most preschool teachers (97%) support the continuation of the reform, the greater part with the introduction of some changes in it.

#### **The concept of reform - qualitative findings**

Below I will present the most common initial answers. Some of them have quite a bit of overlap, but there are still slightly different highlights, which should be addressed:

"New Horizon' gives me the tools and time to get better for each child, now with the training and the training it's more professional. It fixed our heads and gave tools to work in a group ... Everything became more professional..."

"New Horizon" is an attempt to upgrade the preschooler's professionalism - by using the new training program and increasing the use of means such as group

and personal work, together with documentation and training, Horizon tries, and sometimes results in the preschooler's professional upgrading.

"New Horizon' is not just a half-hour addition, it's a new kindergarten agenda, more extended kindergarten work with the opportunity to do more groups and more time for everything and less stress..."

"New Horizon" is the planning and regulation of preschool and kindergarten activities - in this view, the product of "New Horizon" is the construction and organization of preschool life in a way that has progress and improvement over the past. The early childhood teachers who spoke in this vein mainly cited two manifestations of this - the arrangement of the day's work in the kindergarten, following the half-hour added to it, and more in-depth and thorough work on the annual, monthly, weekly and daily planning following the program.

"New Horizon' is more of a quality time with the children. I, today, can talk to every child in a small group and in a personal conversation ... I have always seen and known all the children, today it is a deeper acquaintance..."

"New Horizon" is a format designed to allow the kindergarten teacher to reach every child in the kindergarten - the main tools of "New Horizon" - the work in small groups, the individual conversation and to a lesser extent also the documentation - are designed to allow each child of the kindergarten children to express themselves and gain a greater share of personal reference from the kindergarten teacher. Such a concept of "New Horizon" was sometimes presented, separating the positive purpose of "New Horizon" from the limited ability to implement it due to the constraints that exist in the preschool.

"I do not see 'New Horizon' as a major change. It is more of a policy formulation that cannot always be implemented. Because the kindergarten is a very changing thing and not all kindergarten teachers have conditions that allow everything that the 'New Horizon' reform requires..."

"New Horizon" is a common language creation. Everyone speaks the same language and understands it.

"The way I see Horizon, it's the kind of way that preschoolers go into some kind of plan to upgrade their paycheck ... They didn't really think about the needs of the kids and the preschooler and turned us into clerks and babysitters until two..."

Answering Salary Problems - According to this notion, the primary motive for creating a "new horizon" in kindergartens is the need to solve a problem that pertains to the system's salary agreements with elementary and early childhood teachers. Changing the wage agreement, most often, without having any justification in itself.

"Once they demand so much, they squeeze us in terms of energy, and you don't have to do the things they need and they do, but you are no longer squeezed and drained and then they don't happen".

"It is a program of the schools that dressed us, but a school is not like kindergarten. There, in individual, the teacher alone with the group and the child, there is a place, there are conditions ... Here the work is mine and the helper alone and no conditions..."

In addition, the reform does not take into account the ability of the educator to work in succession, without interruption with the growing demands.

The "New Horizon" reform is a program that does not fit the actual preschool conditions - in this view, the main problem of the program is not the ideas contained therein. Often, there is the charge, even if not necessarily the novelty. The real problem is that the program, as it is offered to early childhood teachers, is foreign to the preschool reality. Some early childhood teachers attribute this fundamental incongruity to the fact that "New Horizon" and its main components are taken from the schools, which have been used as previously known by the

program, and are "worn" to its foreign reality, that of kindergartens, without taking into account The abysmal difference between the preschool teacher's condition and the preschool teacher's condition. To this last claim is also added a note of insult that the system does not recognize the kindergarten's particularity, and its relative inferiority to the school, reflected in the copy of a program developed for kindergarten.

"We worked until one and a half and we added half an hour and the ideology was that we would work with groups for half an hour ... but between what is desirable and desirable there is an abyss, because this is not the time for groups and work. The children are exhausted and hungry and fall asleep on the chairs towards the end of the day..."

"It is a cosmetic fix for a root cause ... If we reduce the number of children, the children's achievements and development will improve and it is possible to talk about change, not in the existing situation that any change is fundamentally wrong..."

A Cosmetic Solution to a Substantial Problem - According to this view, a "new horizon" program is evident, not in what it is, but in what is not: dealing with the large number of children in the kindergarten, the minority of staff in relation to the size of the kindergarten, and the existing shortage of kindergartens that result Existing staff beyond his ability.

"...We've always done group work, since we finished studying, there's nothing new about it or personal conversations, it's always a preschooler's agenda. What's added is the compulsion to do so and so groups a day, to add mapping and document everything. I don't see the benefit of that. "Doing groups is something I want and do and if there are conditions I will, then why force me and why document, then the kindergarten teacher doesn't have time for that..."

In summary, the picture that emerges in relation to early childhood teachers' attitude towards the "New Horizon" reform and the desire to continue its implementation is complex and ambivalent. On the one hand, early childhood teachers favor the continuation of the reform, while introducing changes to it. On the other hand, preschool teachers express little satisfaction with it. Furthermore, most early childhood teachers express great satisfaction with the professional aspects of reform, their sense of autonomy and their relationship with parents.

The complexity of the attitude towards reform is also evident in the in-depth interviews that revealed different, sometimes contradictory, strata on the part of the various factors towards the reform. Preschool teachers express a variety of perceptions, ranging from disqualifying the reform or its conception as a technical supplement of half an hour to the work day or otherwise, to a positive and progressive vision that puts the child at the center, building most of the preschool activities and encouraging the professional status of preschool teachers.

## Chapter 2 - Implementation and Implementation of New Horizon Reform

### a. Components that the system operates2

#### **Salary - qualitative findings**

The picture that emerges from the in-depth interviews regarding early childhood teachers' remuneration conditions is more complex than the one in the quantitative data. In terms of these attitudes, the preschool teachers seems to be split into two camps as to the satisfaction with the salary increase, one camp expressing moderate to moderately high satisfaction with this component of the reform. The underlying reasons for this are usually related to the direct financial aspect. In this aspect, the salary increase in question is seen as significant, even if it does not meet all the expectations of the early childhood teacher. Other early childhood teachers also emphasized the sense of appreciation and prestige added to the job following the rise in wages.

One group said that "... economic compensation helps ... definitely helps, it's a salary increase, it's okay ... always want more and it's natural..."

The second group expressed disappointment and resentment of the salary clause in "New Horizon". One common, perhaps most common, argument is that the salary increase does not compensate early childhood teachers for the additional load and investment that the program requires due to the lengthening of the day and the additional requirements it faces. Other preschool teachers owe the duty of this section to reform the existing noncompliance, according to them, between the increment of income and the expenses incurred as a result of the reform of clauses from various clauses.

"The preschoolers who complement the preschool teachers who run the kindergarten have been greatly affected, as the management fees that have dragged with them all the years have been eliminated and they now have a" wage saving "that impedes basic wages.

to" clear our heads "and learn taken from us, to maintain a continuum of pay conditions we have to work a third of the job and it's definitely not the same"

"I give up the supplement and want to go back ... It's not worth it to me, because I spend a lot of money on babysitters for children and travel education that doesn't pay me back ... For me, it's not a proper addition"

For some early childhood teachers the criticism of wages seems to come from a broader perspective than the narrow economic outlook. Sometimes it comes up directly in their words and sometimes it is a message that springs to mind. It is about feelings of deprivation of early childhood teachers versus elementary school teachers, in terms of the ratio of wages they receive, of the effort they make, and of the feeling that the new salary will not make any real move in the status of their profession and its attractiveness.

There is a problem with the pension, have made a new agreement and no one understands it, and the pension is divided into two periods, the period before a New Horizon" and the period after a new horizon. "

"The early childhood teachers who retire have no idea of the monthly pension payment they will receive because of the complicated and incoherent formulas'

I know a kindergartener who retired in poor conditions and is now in a group called "Retirees Fighting" with a view to giving them basic salary terms in pension pay.

"It's a bad trade agreement for us, compared to elementary school teachers ... In terms of our salary coefficient and theirs, they got a lot more early childhood teachers, they got more hired than that and just got a ride here about a salary agreement that's bad for early childhood teachers too The hours added and also in terms of assignments".

**In conclusion**, although raising early childhood teachers' wages is a significant element of the "New Horizon" reform, the quantitative and qualitative findings indicate complex attitudes about it. Most early childhood teachers express a great deal of dissatisfaction with their salaries and social conditions. They refer to "New Horizon" as an agreement born only because of the need to implement a new wage agreement with them. This is significant to them as to how they view and evaluate the reform, rather than attributing it to the wage increase itself. However, other, more positive voices are also heard among early childhood teachers in relation to wages, which see the addition of wages as significant, not only from the financial point of view, but also in the sense of appreciation and prestige that the wages increase

## **Chapter 2 -Implementation of New Horizon Reform**

a. Components that the system operates

### **Working day extension - high quality findings**

The picture that emerges from the qualitative analysis of the preschool teachers' position regarding the extension of the kindergarten day and its perceived impact on preschool behavior illuminate various aspects that did not or could not be expressed in the quantitative analysis. This "New Horizon" component that relates to extending the day's activity in the kindergarten received a wealth of spontaneous reference from the respondents.

For the early childhood teachers quite a few half-hour increments have been heavily criticized. The most common arguments addressed the discrepancy between extending the day to the preschoolers' abilities and needs, on two main issues - fatigue and hunger. Describing the problems that early childhood teachers have to struggle with, as a result, almost invariably involves direct criticism of preschoolers for ignoring these basic children's needs. In this case, it seems to be very relevant to the age of the children in question. Most preschool teachers have agreed that the problem appears to be in its utmost severity in preschool children, even if it exists, to a lesser degree, in preschool children.

"You don't eat hot lunch in the kindergarten, just a morning sandwich and a fruit packet at 12 o'clock, and when lunch time comes in the kindergarten, the kids are already tired, hungry and nervous and need to stay up to two, losing patience, These are three-year-olds and four, who are tired and hungry and I'm struggling. Leave them awake, but some of them peck, fall asleep on the chair, begin to lie down and look for them a comfortable place".

With the hunger of the children, Preschool teachers cope by adding another light meal during the day, or using the "open" buffet. As for fatigue, the only real solution they could have was to let the children sleep on mattresses like in a daycare, or the gradual acclimation of the children to this state of affairs.



Another section of early childhood teachers argued that this fundamental problem did not subside over the course of the year, but most presented a different position. Accordingly, even in pre-compulsory kindergartens, light and material in compulsory kindergartens, the growing up of children so accelerated at these ages has gradually reduced the problem and the children have become accustomed to such a but over time agenda.

"It's not compatible with pre-compulsory age. At the beginning of the year they are busy sucking and some are doing their pants and the adjustment has come a long way and there are some who have not yet adapted.

The location of this half-hour at the end of the day, apart from the hunger and tiredness of the children, causes a good deal of that time to be wasted due to unresolved technical issues - parents arriving in kindergarten prematurely, beginning to overlap with skylights, and the like. The result is that half the planned hour is actually less than that, and the expectations of the system that it will utilize for meaningful work with the children are, by that position, baseless.

"Half an hour turns into a gum time that just wraps up the day because everyone's tired".

At the other end of this reference axis are those early childhood teachers who describe this element in terms of an overall extension of the kindergarten work day, or its reorganization. In the first case, the quantitative aspect of the change is still emphasized, but half the hour is indistinguishable from the rest of the day, but is merged within the entire day and adds to its capacity. These early childhood teachers described a more spacious school day than before, when the distribution of the various activities may not have changed much, but the elongation of the day allowed some of them to expand more, especially at the beginning of the day, to give the kindergartener and the children a sense of less time in the kindergarten. The school day extension also has a direct contribution to the ability to introduce

more activities into the kindergarten's dense work day, as required by "New Horizon".

"To me, the whole day lengthened, I extended the morning and I get more things when the morning is longer, I'm less stressed ... It made me calm all day long, it relaxes the activities and I get more".

There were relatively few early childhood teachers who described this element, on the basis of more qualitative than quantitative change, as a reorganization of the kindergarten agenda. For them, the addition of half an hour, together with Horizon's new or additional requirements, served as a catalyst for building a new agenda in a kindergarten that has quite a few of the previous components, but in different proportions, in different order and in the combination of additional activities.

"The addition of the half hour that we started to organize and understand the implications of that, to me, on a personal level, it did very well. I manage to reach as many children as possible".

Another common problem concerns collecting children from kindergarten by their parents at the end of the school day. Extending the day makes this matter more difficult, mainly because of the gap between the release of children in the lower grades from the schools and that of their even younger siblings in kindergarten. The two issues mentioned are, of course, relevant only to parents whose children do not continue at noon.

"Parents sometimes wait outside until the child finishes. They've already picked up the boy, or girl, from school and wait for us to finish ... It's a lost time for everyone".

In terms of early childhood teachers, in the balance of income versus loss, from the extension of the day, the following salient points can be noted: On the loss

side, many preschool teachers are burdened with the burden, fatigue and burnout of extending the day. Some of them also add to the extra difficulty this poses to them as mothers of young children. Another difficulty is the need for early childhood teachers to face parental complaints, due to the problems this creates for them. Preschool teachers have to face the pressure and sometimes confront parents who want early release of their children, with the preschooler's hands bound, because of the prohibition imposed by the system. However, the biggest price many early childhood teachers pay for extending the day seems to be the feeling of frustration from this unnecessary addition.

The second reason is the extension of the day to the professional identity of early childhood teachers - for some of this extra time perceived as reinforcing the dimension of babysitting in their role - supervising the children, in the interest of some parents, at the expense of the professional component.

"I sometimes find myself thinking - what does it give a child? He is tired and I am tired already at the end of the day, what is the benefit of it?"

Those preschool teachers who have received the extension of the day, in the most positive way, and who derive the benefits of today's spacing and reorganization, have also been hired out to reduce the pressure and burden placed on the preschool teacher, and, as some report, due to a sense of a certain level of professionalism in which the preschool operates. On a long, planned and richer day.

"After figuring out how to organize the day with extra time, I have more time for professional work with the children. The activities flow in succession and calm and it contributes to me as a kindergarten teacher and the children".

Some preschool teachers, in this context, also mention the increase in wages, when they attribute it, not to the entire reform, but to this specific component of it.

In summary, the preschool staff's attitudes toward extending the day of preschool activities range across the entire continuum from negative to positive and express the dilemmas and complexities associated with this area. On the one hand, most early childhood teachers do not negate the extension of the activity day in kindergartens, but on the other hand, most also do not consider the extension of the activity day a significant contribution to the management of the kindergarten. Of the variety of arguments raised against extending the day's activity in kindergartens, the voices that emphasized the incongruity between day extension and kindergarten children's abilities and needs were notable, especially with regard to fatigue and hunger, the increase in load and erosion of the kindergarten staff, and the lack of the ability to include in the additional half-hour and required activities. Following the reform. The arguments requiring the extension of the day's activity in the kindergartens referred to the accompanying qualitative change to the addition of time, a change that embodied a renewed organization of the agenda and the reduction in the pressure and burden on the preschool teachers due to longer and richer planning of the kindergarten's activities.

### **Training in implementing "New Horizon" reform**

#### **Courses as part of implementing "New Horizon" reform**

In order to improve the professional development process of the preschool education and teaching staff, the preschoolers, according to the principles of the reform, are obliged to participate in a 60-year professional development program and this is the condition for a gradual increase after 3-4 years , Professionalization issues relate to the management and redesign of guests Life in the kindergarten, according to the characteristics of the "New Horizon" reform. In addition, new preschool teacher students in their first post-internship are committed to a dedicated 60-year preschool teacher course at the Academic College of Education.

**References to continuing education only increased in depth interviews.**

### **Courses - qualitative findings**

In terms of educational content - most preschool teachers like to study, but their main argument is the lack of free choice in which the preschooler is entitled to decide, on her own, what education she needs. Denying this ability from her is seen as an impairment of her value as a professional and thinking person, and as a practical impairment of her ability to pay attention to issues that she considers important.

Further claims are a view of the preschooler and her professional development needs in a narrow aspect, rather than realizing that the preschooler is donated from much more varied areas of knowledge than those offered to her; It is a preference for the narrow functional interest of the system, over the broader need, of the kindergarten teacher, to develop as a whole person.

"We had to allow ourselves freedom in choosing a framework and the scope of learning and not creating such a restrictive framework".

The claims relate to the new procedures and the quality of the training:

"Don't ask what you want. There's a list - it's the days and the hours, or you do, or the rank doesn't come. This forcefulness is not at all pleasant".

Quantity Limit - The 60-hour block for two courses (each 30-hour course only), beyond which there are no recognized hours to promote the kindergarten teacher, according to some early childhood teachers, prevents the ability to enrich themselves in additional subjects. In addition, it may cause learning to slow down because one topic of this limited amount of time cannot always be sufficiently deepened.

Finishing work billing - Most preschool teachers resent having to submit a thesis to be recognized. The widespread claim is that this requirement is devalued by the status of the kindergarten teacher by referring to her as a student.

"The submission work that requires us to prepare at the end of the course is a requirement that is not accepted anywhere. We are not at university and we are not studying for a degree".

With regard to the attendance of early childhood teachers, this is seen as a sign of exercising external and forceful discipline, rather than fostering the motivation and sense of responsibility of the early childhood teacher to pay and develop and the commitment to do so as required, including on this issue of attendance. It also results in a lack of consideration for the personal difficulties of early childhood teachers, which often prevent them from attending all sessions, despite their goodwill.

Only a minority of early childhood potholes express the opposite opinion. Accordingly, the new format represents progress and improvement over the previous one. This is mainly the clear message that she conveys about the obligation for preschool teachers to specialize in their field.

Regarding the quality of the courses, there is a breakdown between early childhood teachers, some who report quality and effective courses that even directly contributed to their work. Others report the opposite. Apart from the difference in the judgment and needs of different early childhood teachers, much of this variance seems to be explained by the differences that exist in this area between different districts and regions according to the initiatives taken by the different supervisors.

Preschool teachers tended to define qualitative education as having a balance between the theoretical and the practical side and can be applied in kindergarten.

In conclusion, most of the early childhood teachers' criticism of the training program was related to the lack of flexibility and sense of attenuation as an unchangeable dictation, the lack of choice in the content of the course, billing in attendance and finishing work. A minority of early childhood potholes express the positive opposite opinion, according to which the new format constitutes progress and improvement over the previous one, especially in the clear message it communicates about the obligation for preschool teachers to specialize in their field.

#### Components the system operates - Summary

According to Rama (2012), to implement the principles of reform, systemic and conceptual changes in preschool management, early childhood teacher roles and relationships between the various preschool educational partners were required.

The voices and attitudes heard towards the changes that have been undertaken under the "New Horizon" reform do not constitute a single difficulty. The addition of wages is seen by some early childhood teachers as a secondary component of the changes in their situation, but other, more positive voices, among the early childhood teachers in relation to wages, see the increase in wages as significant, not only from the financial aspect, but also in the sense of appreciation and prestige that the increase in wages entails. The preschool staff's attitudes regarding the extension of the day's activities in the kindergarten range across the entire continuum from negative to positive and express the dilemmas and complexities associated with this area. On the one hand, most early childhood teachers do not negate the extension of the activity day in kindergartens, but on the other hand, most also do not see that the extension of the activity day makes a significant contribution to the management of the kindergarten, and in particular emphasize the severe consequences of the extension of the school day in terms of fatigue and hunger, the increase in staff load and erosion. , And the lack of the

ability to include in the extra half an hour the incremental and necessary activities following the reform.

On the other hand, there were voices that viewed positively the extension of kindergarten day activity, voices referring to the accompanying qualitative change in addition to time, a change that embodied a reorganization of the agenda, and the decrease in stress and burden on preschool teachers due to longer and richer planning of preschool activities.

Against the training, the attitude of early childhood teachers is not monotonous. On the one hand, criticism was raised regarding the lack of flexibility and sense of attenuation as an unchangeable dictation, a lack of choice in the curriculum, billing in attendance and final work. On the other hand, early childhood teachers argued that the new format constitutes progress and improvement over the previous one, especially in the clear message it conveys about the obligation of early childhood teachers to specialize in their field.

#### 2b. Components of "New Horizon" applied by preschool teachers

The previous subchapter dealt with the "New Horizon" components that the system operates, components that do not require action by early childhood teachers. However, according to RAMA (2012) the success of the reform depends mainly on the cooperation and the willingness of the preschool teacher to make changes and adjustments in their daily work and their behavior in the kindergarten. The changes in early childhood teacher work required by the "New Horizon" reform are significant at both the applied and conceptual levels. The "New Horizon" focus is on a new agenda design, as one that allows all children to respond with tailor-made teaching-learning methods and the foundation of assessment and feedback processes. Accordingly, it is the responsibility of each preschool teacher to prepare an annual work plan, which includes integrating learning into all preschool experiences, play activities, and creativity with



reference to the emotional and social needs of each preschooler. This annual program includes diverse and planned teaching methods: plenum work, a small group, and individual work. In addition, emphasis is placed on documenting the meetings to establish ongoing processes. This chapter will discuss this new preparation of kindergartens and early childhood teacher attitudes toward it.

### **work plans**

According to Rama (2012), the means for implementing the principles of the "New Horizon" reform include, among other things, the planning and construction of work processes in kindergartens. As part of this concept, special emphasis is given to work on an annual work plan that, according to the reform leader, is a pedagogical tool that helps the kindergarten teacher to translate the educational goals into preschool activities. The program includes pedagogical and administrative elements, which enable her and the preschool staff to organize and perform their work. In annual pedagogical planning, general goals will be set, goals that will characterize educational practice throughout the year in kindergarten. The program will address pedagogical and organizational aspects of the preschool. Annual pedagogical planning will include details of key repetitive actions and will enable coordination among all members of the kindergarten team to create an optimal kindergarten climate. The organizational work plan enables the preschool staff to set a timetable for achieving the pedagogical goals and assists in the planning of teaching.

The quantitative findings indicate that the vast majority of early childhood teachers, 99%, report the existence of an annual preschool work program. 35% of preschool teachers indicate that they have prepared the work program alone, 5% have prepared the work plan through the supervisor, another 9% have

prepared it with instructors and 51% have prepared it through a combination of other instructors, supervisors and other preschool teachers.

### **Work Plan - Qualitative Findings**

There is a correlation between early childhood teacher perceptions that emerged in depth interviews with regard to the annual work program and its construction to those that emerged in the quantitative analysis are similar and complementary. Similar to the responses in the quantitative questionnaire, it is clear and agreed on early childhood teachers that work plans are not a renewal of current reform. At the same time, most of them point to an increase in the planning dimension in the kindergarten's work with the launch of "New Horizon", and most of them regard this as essentially positive.

This is because, regardless of the "New Horizon" reform, most early childhood teachers have a positive approach to the ongoing process of introducing work programs to preschoolers, even when they sometimes have opposition to the educational emphasis, which they think is too strong. Work programs are seen as contributing to the professional dimension of the early childhood teacher's work and serving her in dealing with her assignments.

"New Horizon" is seen as reinforcing this positive direction by encouraging early childhood teachers to submit more detailed and somewhat different work plans than those done by early childhood teachers.

"The Ministry of Education has demanded an annual work plan, which is acceptable and gives order to the system and to me it does well, because everything is in the plan and I know what needs to be emphasized and developed. It makes the work more organized".

On the degree of change that took place in the wake of the "New Horizon" and its character in the degree of detail and especially in the nature of the work

programs, there are various assessments among early childhood teachers. These have to do with how they perceive this change, and how they achieve it for themselves and others, but also for their general attitude towards a "New Horizon" that also influences their approach to this matter.

In the highest degree of change compared to the past, the work plan is described in the new emphases that "New Horizon" adds to it, as it links the full range of resources and information available to the preschooler, mappings, study content and the like, to define personal goals for each child.

At a more basic level of change, early childhood teachers mentioned technical changes mainly regarding how their work plans and their level of detail were organized. In between, preschool teachers, with varying levels of clarity, introduced new planning principles such as transitioning from curriculum to curriculum planning, a distinction between primary and more advanced skills needed for children to advance to the required learning areas. This is in line with, at a higher level than before, the pace of learning and the nature of the experiences for the needs and condition of the children as individuals, or in groups.

Some early childhood teachers link the preparation of work plans to the topic of documentation. They see the sequence that exists between these two activities, each feeding and completing the other. However, in most cases, the work plans seem to be seen by early childhood teachers as completely contrary to documentation when it comes to their contribution to preschool work. While the programs are usually seen as a help to the kindergarten teacher to put her work in order, and contribute to its actual implementation, the documentation is usually seen as excess remorse for the work itself, which appears after it has already been completed and its contribution, therefore, is little, if any.

In summary, the vast majority of preschool teachers report having an annual kindergarten work plan, with most of them preparing on their own or in

collaboration with other preschool teachers. Although early childhood teachers do not perceive the annual work plan as one of the definitive innovations of the current reform, they indicate the increasing dimension of the kindergarten's design dimension, thanks to the introduction of work plans for kindergartens, even when they have objections to the curriculum, too strong for them.

Preschool teachers do not feel that the requirement to follow the annual work program interferes with their spontaneity at work, and most also tend to examine it according to actual performance.

### **Individual conversations - high quality findings**

The picture that emerges from the in-depth interviews regarding early childhood teacher attitudes to individual conversations complements and enriches the one that emerged in the quantitative analysis. Preschool teachers often refer to the component of individual conversations being conducted in parallel with the group conversation. Compared to the latter, most agree that individual discourse is of great importance and a minority undermine it in principle, and most speak of objective difficulty in its ability to apply it in kindergarten conditions.

Some preschool teachers refer to the individual conversation as part of a preschooler's daily routine and as it is known and known. In most cases, they give it time at "yard time", calling on children who seem less crowded and asking them to "Tell me about....."

More examples:

"When a sad boy and I talk to him and help him solve his problem, it's my individual conversation."

"For me, such a conversation, which I call 'magic moments', can be while a child is painting and I sat down next to him and talked to him. It's something that happens in my kindergarten and happens every day".

Some of the early childhood teachers write that they have become accustomed to finding quality time over time to individually discuss and document with the children in depth each year. Although difficulties are still expected.

There is a requirement for individual work with each child. 10 minutes to sit with each child 3 times a year, this creates around 100 meetings a year.

The preschool teacher has to be a juggler to find time to sit alone for ten minutes with a child. There are not always optimal conditions for this, since at the same time you need to employ 30 more children and find a quiet place in the kindergarten.

An argument, on the other hand, about the feasibility of the individual hour, arises from preschool teachers who perceive this conversation as having a prominent therapeutic emotional nature and which themselves believe that other early childhood teachers do not have the skill to make this conversation.

For many early childhood teachers, there is a fundamental understanding of the nature, structured and pre-planned, of the individual conversation offered in "New Horizon." According to their argument, a more effective personal conversation is the one that is done spontaneously, taking advantage of moments when the child is available, or needs it especially; A conversation that can take on a different character according to the circumstances and is done while integrating into the flow of the kindergarten life and not detached from it. Such a call, in their opinion, is also appropriate for more closed and reluctant children whose scheduled meeting does not constitute an appropriate framework to talk them through.

Faced with this approach are early childhood teachers who, in their words, "New Horizon", look better and more correct than they have done so far. First, because

it ensures an orderly meeting with all children, which is difficult to achieve in a cluster of spontaneous and occasional conversations. In addition, they find that building and planning in advance also make the children a kind of partner in the experience. In other words, the "ritual" created by the planning and prior knowledge of the conversation adds to its effect and, even though these "Horizon" conversations are even deeper and more conducive to acquaintance and closeness between the preschooler and the child, the spontaneous conversations.

"I see this conversation as important. It is true that I know the child, but the personal conversation strengthens the connection, allows to get to know the child more deeply and the goal is also that we do not miss any child".

The picture that emerges from preschool teachers' words is that in this field, as a result of the inappropriate conditions, the more misunderstandings and objections, the action is very partial. Quite a few preschool teachers continue to have individual conversations in their own way, without adopting the "New Horizon" guidelines in this regard. Sometimes they add a bit of documentation to ensure it is set up as an individual call. Other preschool teachers have attempts, at varying levels of success, to implement the planned individual conversation properly. Some have, for the sake of guidance, sometimes created individual conversational ceremonies. They gave her names, such as "hugging talk," and, according to their reports, managed to catch up with the expectation and excitement for the children as well.

"For me it's very neat. It's called 'hugging conversation'. It's ten minutes with a child alone, something that is pre-arranged. The child comes with a game he loves especially and is waiting for it and the parents know and share it and I see how it helps the child and helps me to know him"

Only a few of these, it seems, reached a level of 3 personal conversations a year with each child, as the formal guidance of "Horizon", but they also managed to

create, in their opinion, a situation where they have all children monitored and covered And not just some, or most.

In sum, the vast majority of early childhood teachers agree that individual discourse is of the utmost importance. They see individual conversations as an important contribution to strengthening children's emotional and social well-being and adaptation processes. However, there seems to be some uncertainty about the nature of individual conversation and its content, and many of the early childhood teachers raise questions about the ability to apply it in preschool conditions. Many early childhood teachers are disturbed by the inherent, pre-planned nature of the individual conversation offered in "New Horizon." For them, a more effective personal conversation is the one that is done spontaneously, when needed. And so quite a few preschool teachers continue to have individual conversations in their own way, without adopting the "New Horizon" guidelines in this regard. Most early childhood teachers do have individual conversations but less frequently than required by the "New Horizon" outline. However, most of them, like group meetings, believe that the reform has increased the frequency of individual conversations to a sufficient level. The choice of children for the individual conversation is not only based on a predetermined round, but also for a variety of reasons, such as an unusual event in the child's life, contact with the children themselves, a change in the child's functioning and children's progress tests. The individual conversations revolve around content related to dealing with the child's personal difficulties and deeper acquaintance with him and dealing with discipline problems. In the opinion of early childhood teachers, the conditions for holding individual conversations are less favorable than those in which group meetings are held.

## **2c -Specific and concrete components of the "New Horizon" reform**

So far, the modes of implementation and attitudes regarding the specific and concrete components of the "New Horizon" reform have been examined from the perspective of early childhood teachers in implementing the reform. This section presents a snapshot of the implementation of "New Horizon" in genes beyond the various components contained therein. Analysis of the "New Horizon" program and the participants' comments reveal three systemic outcomes that the various components, which constitute the program's inputs, should produce: Improving preschool organization and operation, placing the child at the center and promoting early childhood teachers - these three components are an indication of the preschooler's professional self awareness, importance in the workplace Arranged and organized according to the procedures, placing the child in the center to maximize the provision of care for him and the advancement of the kindergarten teacher.

I will briefly outline each of these deliverables, how the various components should contribute to their attainment, and perceptions of the progress achieved so far in producing each of these deliverables. The references to these deliverables only increased in depth interviews.

### **Qualitative findings**

Promoting the Early Childhood Teacher - According to Rama (2012) One of the stated goals of "New Horizon" in kindergartens is, in various ways, to promote the kindergarten teacher. The salary increase is supposed to contribute to the welfare of early childhood teachers and their social status, but the main focus of the New Horizon effort is aimed at developing and improving the professionalism of early childhood teachers.



One major way in which this is supposed to take place is through learning from experience. The transition from working with children, in groups and individuals, each kindergarten teacher in her understanding, to conduct group meetings and individual conversations, according to the system's set standards and standards, should upgrade not only the preschool activities but also the kindergarten's professional ability. Similarly, according to the reform concept, the kindergarten teacher should be more professional than the systematic documentation, improvement of work plans, setting goals and monitoring execution, regular performance of staff meetings, in which she manages her managerial role and her three-year meetings with parents. Meetings that rely on orderly presentation of documented data on the child, which are anchored in periodic mappings..

The complementary means of "New Horizon" to upgrade the preschooler's professionalism is the training and training system. This set-up should help her to transform the latent knowledge she has gained from the use of tools, to a more open knowledge and to a more professional view of her work. In addition, to provide her with other professional skills and skills that are not necessarily directly directed to inculcating a "New Horizon".

In this case, too, the extent to which "New Horizon" has so far contributed to the advancement of preschool teachers and professionalism depends, therefore, on the actual implementation of the program components, including the training and training system, and the subjective perception of early childhood teachers on the degree of professional contribution that New Horizon provides. When these two may complement each other, or a gap may arise between them.

Only a minority of early childhood teachers reported a sense of professional progress, survey data show that in general, no more than half of preschool teachers were satisfied with the professional development system following

"New Horizon", the frequency of meetings, content, summit assessments and the conditions under which professional development was conducted.

Most early childhood teachers negate the link between what they do on a "new horizon" and their professional advancement. The new course of study, absent of choice, is perceived by them as an obstacle to the professional and personal development of the kindergarten teacher, rather than its catalyst; Working according to fixed, rigid and mandatory standards requires, in their view, to prevent the kindergarten from exercising professional judgment, freer and more flexibly, in accordance with the needs of the kindergarten, rather than reinforcing or refining it.

Many preschoolers emphasized that a good kindergarten teacher, in their view, relies, alongside professional abilities, also on a heaping amount of love and warmth for the children. A new horizon, in their view, not only does not contribute to it, but because of its rigid approach and program sometimes offends it.

Kindergarten Organization and Operation - According to the Rama document (2012), several of the "New Horizon" components are used together as the inputs that are supposed to change the kindergarten's working arrangements, character and organization level. Improving the kindergarten as an organizational system means goal-oriented work, more than before, work plans and the ability to compare planning and execution. At the same time - more organized organization and operation of the extended team. According to this concept, apart from the overall upgrade that will be achieved in the operation of the kindergarten, these changes in the organization of the kindergarten are essential to carry out the additional tasks that "New Horizon" has added to the kindergarten work and to create optimal climate. It is about creating an organizational environment that facilitates pedagogical and emotional processes that "New Horizon" wants to

foster. Those who come back to be a preschooler instead of a step on the way to school.

In practice, only a minority of early childhood teachers recognize the intent of the reform to act on the kindergarten at the overall organizational level and treat it positively. For preschool teachers, this is the message of deepening the planning, the systematic link between the collection of preschool activities and the promotion of each child and child is welcomed and welcomed. Therefore, they are willing to cooperate with him voluntarily, in his various aspects. Beginning with reference to an extended working day, as requiring a renewed organization rather than a half-hour supplement, and ending, in a few cases, with a connection between improving work plans and documentation.

For most preschool teachers, the experience of "New Horizon" to organize and institutionalize the activity in the kindergarten is perceived by them as essentially negative.

This harms their autonomy and the way they want to see the gene as a flowing, emotional, creative, and flexible being. An antithesis to the more rigid, institutionalized, and especially quantitative, construction that the "New Horizon" restructuring process brings with them.

The result is that at both the declarative and the practical level, these preschool teachers tend to disqualify some of the central processes of the organizational-operational side of a new horizon, even if they could, perhaps, help operate the kindergarten in a way that they themselves aspire to.

Placing the child in the center - According to Rama (2012), the "New Horizon" reform considers one of the main products of the reform, the placing of the child

in the center. The goal of research in recent years has been a certain withdrawal from it in the kindergarten system in Israel. It is a need to allow each child to be treated individually and not just as one of a group of preschoolers, in emotional, social, value and cognitive dimensions, and not just around knowledge accumulation, while allowing each child to progress at his or her own pace.

In practice, although the principle of putting the child at the center, in its various aspects, is shared by almost everyone involved in preschool activities and in the promotion of reform, many preschool teachers do not believe that the "New Horizon" reform leads there. For many of the teachers here, the problem begins. They are aware that a "new horizon" is aimed at this goal, but measures such as group work, individual conversation, or documentation will not, in their view, be promoted. Because these measures, for the most part, do not constitute much novelty in the kindergarten, they are impractical, built on an industrial, quantitative, alienating and rigid concept, which takes time and energy from the kindergarten teacher, rather than devoting it to the child..

There is progress in group work, personal conversation and documentation. Some of the kindergarten teachers described how insights gained from them as a result of the group work, personal work, or documentation revealed their limitations to them actively and helped them identify vulnerabilities in previously unrecognized or simply dropped chairs and advance them in ways that were previously impossible. . In these cases, the effect of the training, or the training of the early childhood teachers who helped them to get the most out of the program is often apparent.

The other early childhood teachers do not necessarily associate these experiences with the general trend of "putting the child in the center" and even claim that these activities of "Ofek", some of which they do not, did not help "in placing the child in the center."

### **3.2.2 Presentation and analysis of the results of the questionnaire (survey)**

#### **Chapter 1 - Perceptions and Attitudes of Early Childhood Teachers towards New Horizon Reform in Kindergarten and Their Will to Continue Implementation**

1.Perceptions and attitudes of preschool teachers in relation to the "New Horizon" reform and the desire to continue its implementation

The first section of the qualitative findings described the various modes in which kindergarten teachers perceive and evaluate the "New Horizon" reform have been described in the context of pedagogical-organizational processes that have applied, in actual or perceived way, in kindergartens in recent years.

One of the main goals of the "New Horizon" reform was to bring about a change in the kindergarten teacher status and assistance by extending the kindergarten day, raising wages, and promoting their professional development. These changes and additions were intended to change teachers' perceptions of kindergartens regarding key aspects of their preschool work, most notably their satisfaction and professional satisfaction.

This section presents perceptions of reform among early childhood teachers, the perceptions presented below reflect the degree of satisfaction with reform, and the degree of desire to continue within it.

The desire to continue implementing "New Horizon" reform:

As part of the study, early childhood teachers were asked whether they would recommend the system to continue or stop the "New Horizon" reform in kindergartens.

Table 1 presents preschool teacher responses to this question. The picture that emerges from the findings regarding the degree of desire to continue the reform is that most preschool teachers (97%) support the continuation of the reform, the

**Table 1: The desire to continue the "New Horizon" reform in**  
**kindergartens** greater part with the introduction of some changes in it

<b>"Do you recommend":</b>	<b>N=153</b>
<b>To continue the "New Horizon" reform as it is</b>	<b>20%</b>
<b>Continue the "New Horizon" with some changes</b>	<b>77%</b>
<b>Stop "New Horizon" in the kindergartens and return to the previous work format</b>	<b>3%</b>
<b>Total</b>	<b>100%</b>

On the open-ended question, early childhood teachers were asked to justify their answers. They stated that they believe that reform should continue but with changes related to aspects of inadequate physical conditions to meet the needs of reform, inadequate training, over-kindergarten classes and over-school character with educational emphasis.

#### General satisfaction with reform

Beyond the desire to continue reform, to test the professional self-awareness - it was also important to examine the satisfaction of early childhood teachers with reform. Preschool teachers were asked to what extent they were generally satisfied with the "New Horizon" reform in kindergartens. The answers presented in Table 2 differ from the pattern of findings obtained in relation to the desire to continue reform and show that low rates of preschool teachers (28%) are largely or largely satisfied with reform.

**Table 2: Satisfaction with the "New Horizon" reform**

<b>"In general - to what extent are you satisfied with the reform"?</b>	<b>N=153</b>
<b>To a great or very great extent</b>	<b>28%</b>
<b>Moderately</b>	<b>60%</b>
<b>To some extent or not at all</b>	<b>12%</b>
<b>Total</b>	<b>100%</b>

The findings reveal a complex picture of the general desire to continue the reform and the degree of satisfaction with it: Most early childhood teachers support the continuation of the reform, but at the same time express their satisfaction.

**Table 3: Satisfaction today in various areas of kindergarten work**

	<b>N=153</b>		
<b>"To what extent are you satisfied today....."</b>	<b>To a great or very great extent</b>	<b>Moderately</b>	<b>Not very satisfied or very dissatisfied</b>
<b>From your work as a kindergarten teacher</b>	26%	66%	8%
<b>From the professional status of teachers in kindergartens</b>	31%	48%	21%

<b>From the workload</b>	<b>14%</b>	<b>44%</b>	<b>42%</b>
<b>From the Labor Day organization</b>	<b>12%</b>	<b>49%</b>	<b>39%</b>

The emerging picture of early childhood teacher satisfaction in various areas relevant to the "New Horizon" reform points to several trends. First, a significant proportion of preschool teachers (92%) report very or very much satisfaction with their work as preschool teachers. That is, beyond the specific difficulties associated with the implementation of the reform and the changes it entails (and will be discussed later in the document), most of the early childhood teachers are satisfied with their work. Only a minority of them felt little satisfaction with their work. It should be noted that these questions did not mention the "New Horizon" reform: Early childhood teachers were asked how satisfied they are with their work today.

Examining satisfaction levels in specific aspects of preschool work indicates that, except for preschool teachers' workload, only 14% of preschool teachers report their satisfaction, more than half of preschool teachers feel very or very satisfied with their professional status, workload, and organization work day. For work day organization satisfaction, 61% of early childhood teachers report high or very high levels of job satisfaction in this area, and only 39% report work day dissatisfaction.

Preschool teachers were also asked about their satisfaction in specific areas of their work as a preschooler: the professional support they receive at work, their professional development, their relationship with parents, the sense of autonomy in their work as a preschool teacher, and the extent of the preschool activities planned. According to the data in Table 4, in general, preschool teachers report high satisfaction in all of these areas: between 92% and 67% report high



satisfaction with these areas, with only a minority (8-33%) reporting Discontent in these areas.

**Table 4: Preschool teacher Satisfaction in Specific Areas of Work (N = 153)**

	<b>N=153</b>		
<b>"To what extent are you satisfied today....."</b>	<b>To a great or very great extent</b>	<b>Moderately</b>	<b>Not very satisfied or very dissatisfied</b>
<b>From the professional support you receive</b>	80%	12%	8%
<b>From your professional development</b>	77%	14%	8%
<b>From the relationship with the parents</b>	82%	12%	6%
<b>From your sense of autonomy</b>	78%	12%	10%
<b>The degree of power from the preschool activities</b>	41%	26%	33%

### **1.c - Perceptions of the effects of the "New Horizon" reform on kindergarten work and its conduct**

The previous chapter dealt with the general attitudes of early childhood teachers towards the "New Horizon" reform and its main components. The "New Horizon" reform is intended, according to the positions of the preschool education ministers, to achieve three main goals: promoting the quality of the learning system and experiences of preschool children, the renewed understanding of the role of a kindergarten teacher and the improvement of the professional development of the children's faculty and teaching.

In the current chapter, kindergarten teachers' perceptions of the perceived effects of the reform will describe a variety of aspects related to these goals: preschool work and agenda, child fatigue and kindergarten atmosphere, teamwork, preschool teachers' professional self-awareness and the relationship between preschool staff and parents.

Through a more distinct examination of the perceived effects of the "New Horizon" reform on the behavior of the kindergarten and the relationships between the various parties within it, focusing on how the "New Horizon" reform is perceived by early childhood reformers. Preschool teachers were asked how, in their view, reform affects or does not affect various areas relevant to preschool work.

#### **The perceived impact of kindergarten reform**

Description of the practices of implementing "New Horizon" reform in kindergartens by the Ministry of Education highlights the opportunity offered by the reform to promote the quality of learning and experience of preschool children, while creating a supportive environment and personal connection with the kindergarten teacher. The "New Horizon" reform redefines the conduct of the educational framework in kindergartens to enable a flexible and continuous

routine of experiences and activities. In order to examine the impact of the reform on the work experience of both staff, early childhood teachers were asked whether, in their opinion, there was a change in preschool work following the "New Horizon" reform.

From the data in Table 5 regarding the position of early childhood teachers in relation to the perceived impact of preschool reform, more than half of early childhood teachers (61%) report that there has been no change in their work as a result of a "new horizon". In their work as a result of the reform, and the same number, 18% of early childhood teachers report a benefit in their work in kindergarten following a "new horizon".

**Table 5: The Perceived Change in Kindergarten Work Following  
New Horizon Reform**

	N=153		
<b>"To what extent are you satisfied today....."</b>	<b>There has been a change for the better or a big change for the better</b>	<b>No change</b>	<b>There has been a change or a major change</b>
<b>Do you think "a" new horizon "has changed in kindergarten work?"</b>	18%	61%	16%

On an open-ended question, the kindergarteners were asked to state their answers. Preschool teachers who noted that their work in the kindergarten had deteriorated following the reform noted aspects of child fatigue and stress and strain in terms of requirements::

"The stress and the load that requires us to do things. We neglect other things we used to do".

."Working time is growing and kids are more tired and need to be kept busy"

""The children are hungry and today is very long for them and the half hour of kindergarten is unnecessary and unhelpful."

""There are a lot of things that need to be filled and there is no attention for little kids".

Preschool teachers who noted that there was a benefit to their preschool work following the reform mentioned in their responses aspects of longer time for activities, in-depth familiarity and more personal attitude to children, thoughtful planning and work efficiency::

"I am better off writing reports on each child. I had a clear picture of each child and not just the duty".

."More than enough, focus on group work and conversations"

."In the daytime, there is more time for power"

### **Perceived effects of reform on children's cognitive, emotional, and social development as perceived by preschoolers**

According to the principles of the reform, the "New Horizon" reform is first and foremost aimed at promoting the quality of learning and experience of preschool

children. In her opinion, working in small groups and in-person sessions should lead to focused teaching in particular, whose main goals are the promotion of academic, social and emotional achievement and the creation of a supportive environment and personal connection with the kindergarten teacher - which leads to a sense of kindergarten satisfaction. The basic assumption of work is that, in particular, focused teaching enables better realization of the educational goals and children's achievement. The first tier in examining the impact of reform on children's development is examining how teachers in preschool experience a change in children's cognitive, emotional, and social development following reform. Table 6 presents this data.

**Table 6: Perceived Effects of New Horizon Reform on Cognitive Development**

**The emotional and social of the children**

	N=153		
"How does the New Horizon reform affect or not..."	Affects good or very good	Does not affect	Affects bad or very bad
Children's cognitive achievement	47%	51%	2%
The children's emotional-social experience	44%	45%	11%

<b>Children's social skills</b>	<b>38%</b>	<b>55%</b>	<b>7%</b>
<b>The children's self-confidence</b>	<b>39%</b>	<b>58%</b>	<b>3%</b>

As seen in Table 6, around 50% of preschool teachers report that they believe the New Horizon reform has no impact on children's cognitive, emotional, and social development as well as their self-confidence. Only a minority (2% -11%) reports that it negatively or very negatively affects children's development, equally among the various areas, and around 40% to half of the preschoolers perceive the reform as having a positive impact on the development of children in the various areas.

### **Kindergarten atmosphere and social relationships between the children**

An important component of the "New Horizon" reform that helps early childhood teachers with high self-esteem concerns the cultivation of an optimal kindergarten climate that fosters a positive and supportive kindergarten atmosphere, enabling the existence of social connections between children and themselves and expanding activities to strengthen social relationships between preschoolers. In order to understand the perceived impact of kindergarten reform and the relationship between children and preschoolers, early childhood teachers were asked to learn how they believe a "new horizon" reform affects kindergarten atmosphere and children's social relationships.

**Table 7: Perceived effects of New Horizon reform on the kindergarten  
ambience**

	N=153		
<b>"How does the New Horizon reform affect or not..."</b>	<b>Affects good or very good</b>	<b>Does not affect</b>	<b>Affects bad or very bad</b>
<b>The ambience in the kindergarten</b>	20%	77%	3%
<b>The social relations between the children</b>	7%	91%	2%

The perceptions of the effects of reform on the kindergarten atmosphere and the relationship between children in the eyes of early childhood teachers is that most preschoolers feel that reform has had no effect in this area.

As seen in Table 7, the majority of early childhood teachers (77% -91%) reported that in their view, the "New Horizon" reform had no impact on kindergarten atmosphere and children's social relationships, and only zero-preschool teachers reported that they felt that reform would have a negative impact. About the kindergarten atmosphere and the relationship between the children and between 20% and 7% reported that the reform improved their opinion in the kindergarten atmosphere and the relationship between the children.

### **The workload on the preschool team**

A key aspect of the "New Horizon" reform relates to extending the day's activity in the kindergarten and increasing the structure of its activities. These changes can have significant implications for the early childhood teachers' sense of burden, and thus, indirectly, are a decisive factor in the success and implementation of the "New Horizon" reform. Therefore, early childhood teachers were asked about the extent to which they believe the New Horizon reform affects workload and the level of tiredness of the kindergarten staff. Table 8 presents data on the perceived effects of workload reform on preschool staff.

**Table 8: Perceived effects of New Horizon reform on the  
preschool staff workload**

	N=153		
"How does the New Horizon reform affect or not..."	Affects good or very good	Does not affect	Affects bad or very bad
Workload on kindergarten staff	4%	19%	77%
The degree of fatigue of the preschool team	3%	28%	69%

The picture that emerges regarding workload feelings and staff fatigue following the implementation of the "New Horizon" reform is that most early childhood



teachers feel that reform has a negative impact on workload (77%) and their degree of fatigue (69%). And only a minority report positive effects of reform in these areas (a significant percentage of 3% -4%). Also, between 19% and 28% of early childhood teachers report that reform has no effect on the workload on the kindergarten staff and the degree of fatigue.

### **The relationship between early childhood teachers and children**

The core of the reform is the perception that a positive and supportive atmosphere in the kindergarten, which builds a sense of belonging in each of the children, is built through quality interactions between the preschool education team and the children. To examine the impact of the reform on the relationship between preschoolers and children, the preschoolers were asked through a series of statements to report the extent of the reform's impact in their opinion on their relationship with the children. Table 9 presents this data.

**Table 9: Perceived Effects of the New Horizon Reform on the Interaction between the Early Childhood Teacher and Children**

	N=153		
"How does the New Horizon reform affect or not..."	Affects good or very good	Does not affect	Affects bad or very bad
Your degree of familiarity with	48%	52%	0%

<b>each child and child</b>			
<b>The interactions between you and the children</b>	43%	46%	11%
<b>Increase your quality time with the kids</b>	81%	14%	5%

The picture emerging from Table 9 clearly indicates positive perceptions of early childhood teachers regarding the impact of the New Horizon reform on the quality of their interactions with children. More than 40% of early childhood teachers (43% -81%) state that reform has a positive impact on their acquaintance and interaction with children and only a minority (only 11% - 0%) report a negative impact of reform in this area.

### **The teamwork in the kindergarten**

The complexity of the changes in the preschool work and its conduct required by the "New Horizon" reform requires effective collaboration and teamwork to succeed in reforming and implementing it. Early childhood teachers were asked about the extent to which the "New Horizon" reform is affecting kindergarten staff work. The data appear in Table 10.

**Table 10: Perceived Effects of New Horizon Reform on  
Teamwork in the kindergarten**

	N=153		
<b>"How does the New Horizon reform affect or not..."</b>	<b>Affects good or very good</b>	<b>Does not affect</b>	<b>Affects bad or very bad</b>
<b>Kindergarten teamwork</b>	19%	75%	<b>11%</b>

Regarding the impact of preschool teamwork reform, 16% of early childhood teachers perceive the reform as having a positive impact in this regard, and only a small minority (11% of preschoolers) stated that they believe the teamwork has a negative impact. Most early childhood teachers (75%) do not perceive the reform as affecting their cooperation with the preschool team.

### **The image and professional development of preschool teachers and assistance**

As New Horizon Reform provides an opportunity to advance the status and professional self-awareness of early childhood teachers, early childhood teachers were asked in what ways do they think the reform is affecting their professional self-awareness 1. Early childhood teachers were also asked about this in relation to the impact of reform on their professional development. The data appear in Table 11.

**Table 11: Perceived effects of New Horizon reform on  
image and development**

	<b>N=153</b>		
<b>"How does the New Horizon reform affect or not..."</b>	<b>Affects good or very good</b>	<b>Does not affect</b>	<b>Affects bad or very bad</b>
<b>The image of an early childhood teacher</b>	68%	28%	<b>4%</b>
<b>The professional development of early childhood teachers</b>	72%	28%	<b>0%</b>

Most early childhood teachers (68%) believe that reform has a positive impact on their professional self-awareness, and only a small proportion (4% of early childhood teachers) feel that reform has a negative impact on their professional self-awareness. In addition, 72% of early childhood teachers reported that reform had a positive impact on their professional development, and no one felt that reform had a negative impact in this area.

## **Relationship between parents and preschool staff and their involvement in preschool activities**

Another feature of the "New Horizon" reform that directly communicates the professional self-awareness of early childhood teachers attaches importance not only to the processes taking place in the preschool itself but regards the child's benefit as requiring fruitful and effective collaboration between the preschool and parents. Good collaboration and communication between preschool staff and parents are building blocks for the educational process that will advance the child. Therefore, preschool teachers were asked to address a number of issues in the impact of the reform in their opinion on the relationship between parents and staff, and the degree of familiarity and cooperation of parents in preschool. Table 12 presents this data.

**Table 12: Relationship between parents and preschool staff and their involvement in preschool activities**

	N=153		
<b>"How does the New Horizon reform affect or not..."</b>	<b>Affects good or very good</b>	<b>Does not affect</b>	<b>Affects bad or very bad</b>
<b>The relationship between preschool teachers and preschool parents</b>	27%	68%	5%
<b>The extent of parental</b>	30%	70%	0%

<b>involvement in preschool activities</b>			
<b>Increase parental familiarity with what is being done in kindergarten</b>	<b>35%</b>	<b>56%</b>	<b>9%</b>

About one-third of early childhood teachers perceive reform as beneficial or highly beneficial to their relationship with staff and their degree of collaboration and familiarity with preschool activities, with only a negligible minority (0% to 9%) of early childhood teachers having a negative impact on parenting To the kindergarten team and to the extent of their cooperation and familiarity with the kindergarten activities.

Chapter 1 Summary - Perceptions of New Horizon Reform Operators in relation to its essence and effects in kindergarten work:

The ambivalent attitude towards reform is also reflected in perceptions of the effects of reform on various aspects of kindergarten management. The reports show that alongside the negative general view of reform, early childhood teachers express their gratitude for the good changes that have occurred in their work as a result of the reform regarding their professional status, professional support, professional development, connection with parents, sense of autonomy in their work, Planned in the kindergarten. Moreover, the prevalent feeling among most early childhood teachers is that the reform has a positive impact on the kindergarten work agenda and staff work on it and on the quality of the preschool-child relationship. However, in addition to the positive perceptions of the effects

of preschool reform, early childhood teachers have reservations about the negative effects of the reform, especially in relation to child fatigue, as well as the workload and preschool staff fatigue.

## **Chapter 2 - Implementation and Implementation of New Horizon Reform**

### **a. Components that the system operates2**

#### **wage**

One of the most prominent elements of the "New Horizon" reform that characterizes a professional self-awareness of early childhood teachers relates to improving pay conditions. In order to assess early childhood teachers' attitudes toward changes in their wages and the social conditions associated with them, early childhood teachers were asked the extent to which their wages changed following a "New Horizon".

**Table 13 presents data on early childhood teacher satisfaction**  
**with their wages and social conditions**

"To what extent are you satisfied with your salary and social conditions?"			"Following a 'new horizon', is your salary...."			
To a great or very great extent	Moderately	Not very satisfied or very dissatisfied	<b>Rose or rose significantly</b>	<b>Has not changed</b>	<b>Decreased or decreased significantly</b>	
37%	41%	22%	<b>94%</b>	<b>6%</b>	<b>0%</b>	N = 153

Most of the early childhood potholes (94%) reported that their wages had risen following a "new horizon," and not even a kindergarten teacher reported that he had gone down. However, the level of salary satisfaction and social conditions among Preschool teachers was not high: only 37% of early childhood teachers reported very or very much higher than their current salary level, and 22% reported little or no satisfaction.

### **Working day extension**

One of the main cornerstones of the New Horizon reform was the extension of the 40-day work day. Extending the work day is not seen as purely a technical change but as one that offers opportunities for a significant change in the learning processes and children's development experience in preschools, which indirectly improves the professional self-awareness of teachers. Therefore, early childhood teachers were asked about both their satisfaction with the extension of the kindergarten day and the extent to which the extension of the kindergarten day affects their behavior. Table 14 presents this data.

**Table 14: Attitudes towards extending the work day in the kindergarten**

"To what extent does working day extension contribute to or hinder the conduct of preschool?"			"To what extent are you satisfied with .extending the school day by 2 p.m?"			
Donate or contribute greatly	Does not affect	Disturbing or very disturbing	To a great or very great extent	Moderately	To some extent or not at all	
28%	35%	37%	43%	26%	31%	N = 153



Perhaps surprisingly, and probably as a matter of habit, almost half of early childhood teachers (43%) are satisfied with the extension of the work day, and only about a third (31%) report dissatisfaction.

However, when the preschool team was asked in a targeted manner about the impact of the day's work on kindergarten activities, it was found that less than one-third of preschool teachers (28%) felt that the day's work in the kindergarten contributed, to a large or very large extent, to their activities, with another third (37%) reporting that Prolonging the day's work in the interferes or greatly interferes with their activities. Kindergarten

### **Work Plan**

Table 15 presents data relating to the different attitudes regarding various aspects of the construction of the annual work plan and its contribution to the management of the preschool.

**Table 15: Early Childhood Teacher Attitudes toward the Annual**

#### **Work Plan (n = 153)**

"To what extent do ..." you agree that	Strongly or very much agree	Agrees moderately	To a small extent or not at all
Work on building the plan changed as a result of "New Horizon"	67%	15%	28%
Annual work plan changed due to "New Horizon"	87%	13%	10%

In general, you feel you had the right tools to build your annual kindergarten work plan	73%	16%	11%
You get help in building the annual work plan if you need it	72%	8%	20%
The construction of the annual work plan helps you in your daily activities in the kindergarten	81%	19%	0%
You often compare the plan with the actual implementation	76%	21%	4%
You feel that building the program takes you a long time	78%	13%	9%
You feel that the requirement to follow the annual work plan interferes with your work spontaneity	71%	11%	18%

In general, most early childhood teachers relate positively to building an annual kindergarten work program. More than 80% of them see it as helping the day-to-day activities in the kindergarten - which is essentially the primary goal of

building the annual work plan - and most do not feel that the requirement to act on it interferes with their spontaneity at work. Most of them also test it according to actual performance, which allows monitoring of the kindergarten's activity. 92% of preschool teachers report receiving sufficient help to build the work plan, but also feel that building the work plan is time consuming. However, the construction of an annual work plan does not appear to be a renewal of the reform, as 28% of preschool teachers report that an annual work plan existed even before the implementation of the reform process began.

### **Work in small groups**

The Rama (2012) document states that according to leading pedagogical perceptions adopted by the reform leaders, working in small groups that integrate children with different levels of functioning is a significant factor in promoting learning. Unlike the spontaneous daily activities in which children choose their own friends, In a group work, the kindergarten teacher influences the composition of the children's group in terms of uniformity, level of functioning, group size and type of activity and direction. A small group allows the kindergarten to make meaningful interactions with the children, allowing children to share activities with children of different levels of ability and function of their own. - According to the "New Horizon" reform, there are three meetings a week.

Frequency of group meetings - The quantitative analysis presents diverse and complex references of preschool teachers regarding technical and content aspects of the work in small groups. Table 16 These findings.

**Table 16: Frequency characteristics of group meetings**  
**according to preschool teacher reports (n = 153)**

"Is there a group meeting in the last month?"		"Is this group meeting pre-arranged?"		"On a regular day, how often does a group meeting take place?"			"Has there been a change in the frequency of group meetings that you have following New Horizon?"		
Yes	no	yes	no	3-4 times a day	twice a day	once a day	More or much more group meetings are currently being held	There is no change in terms of group meetings	There are now more or less fewer group meetings
98%	2%	95%	5%	23%	61%	16%	65%	34%	1%

The findings show that 98% of preschool teachers had at least one group meeting during the month preceding the survey, with most group meetings (95%) being pre-arranged. In terms of frequency of meetings, the frequency of group meetings reported by early childhood teachers seems to be more or less in line with the goal of the reform: 16% of early childhood teachers report having one group meeting per day, 61% having a group meeting twice a day, and 23% Of these, group meetings are held 4-3 times a day. "New Horizon" also appears to increase the frequency of group meetings: While 34% of early childhood teachers report a lack of change in the frequency of meetings following the reform, 65% report an increase in group meetings following "New Horizon" reform.

**Table 17: Preschool Teacher Reports on Contributions and**

**Impacts of Group Meetings (n = 153)**

<b>"To what extent do you agree that..."</b>	<b>Strongly or very much agree</b>	<b>Agrees moderately</b>	<b>To a small extent or not at all</b>
<b>In the group meetings, significant issues arise</b>	88%	12%	0%
<b>The group meetings interfere with the day-to-day conduct of the kindergarten</b>	6%	44%	50%
<b>The group meetings raise difficulties among the children</b>	7%	21%	72%
<b>The group meetings help children with emotional and social struggles</b>	87%	11%	2%
<b>The group meetings improve your acquaintance with the children</b>	81%	11%	1%
<b>The group meetings contribute to providing a more tailored differential</b>	93%	7%	0%

<b>response to children's needs</b>			
<b>The group meetings contribute to strengthening your relationship with the children</b>	72%	28%	0%
<b>Group sessions contribute to strengthening children's adaptation to the kindergarten setting</b>	53%	29%	18%
<b>Group meetings contribute to the pedagogical promotion of children</b>	91%	9%	0%

The quantitative data overwhelmingly indicate positive attitudes of preschoolers in relation to the contribution of group sessions on preschool conduct, preschoolers' relationship with children and the strengthening and emotional, pedagogical and social support of the children. Between 72% and 91% of preschoolers feel that group meetings raise significant issues, contribute to strengthening children's adaptation to kindergarten and strengthening the preschooler's relationship with children, contribute to pedagogically promoting children and helping them with emotional and social coping. Half of the

kindergarten teachers (50%) say that the meetings do not interfere with kindergarten, and 72% say that they do not cause any difficulties among the children. However, the figure should not be overlooked because some of the teachers (about 30%) do feel that the group meetings interfere with the kindergarten's ongoing behavior and cause difficulties for the children.

### **Findings of the third chapter 3.3**

#### **Implementation of the New Horizon Reform Process**

The present chapter is intended to present a snapshot of the extent to which implementation and implementation of a new Horizon Reformation in the genes at the level of the individual components of the reform and their impact on the kindergarten self awareness.

The descriptions and assessments referred to the actual situation, differences in performance levels in different kindergartens and the satisfaction of early childhood teachers from each of the new Horizon components. The findings led to the division of the components into three groups: components that are mainly implemented by the system, components that are mainly implemented by the kindergarten staff, and meetings with parents - a component that is only partially implemented.

Components of the new Horizon reform system that the system was responsible for were staff salaries, extension of the work day, and training in implementing the reform. The findings show that the element of raising pre-school teachers' wages is almost fully realized: most preschool teachers did report that their wages rose following a new horizon. However, the level of salary satisfaction and social conditions among preschool teachers was not high.

The preschool staff's attitudes about extending the day of kindergarten were varied and complex and reflected the dilemmas prevailing among early childhood

teachers in this field. On the one hand, most preschool teachers do not negate the extension of the kindergarten activity day, and there is a trend of more positive perceptions as the reform takes root, due to Achilles' school day extension focused on the sense reported by the kindergarten staff about the severe consequences of the school day's extension in terms of fatigue and hunger among children, burnout and immigration. In the burden placed on the kindergarten staff, and the lack of ability to include in the extra half an hour the incremental and necessary activities added to the reform.

The guidance is seen by most early childhood teachers as a positive factor, both in terms of frequency and content, and there is even an improvement in these attitudes. Preschool teachers' satisfaction with professional support was also high.

New Horizon components whose degree of dependence depended solely on the actions and conduct of preschool teachers and preschool staff - included writing a plan and work on it, small group work, individual work and documentation. The general picture of these elements is that of the staff's attempt to fulfill the reform objectives. The staff's attitudes towards these components are mainly positive and there is a marked improvement in most areas. However, staff attitudes towards these components included different shades that required a rethinking of their modes of application in kindergartens. The vast majority of early childhood teachers report the existence of an annual kindergarten work program, and most also state that they themselves have prepared it. Early childhood teachers see the preparation of an annual work plan as a factor that helps with day-to-day activities in the kindergarten. They even test it according to actual performance, and do not see it as interfering with their spontaneity at work. The disadvantage of preparing an annual work plan is the considerable time it takes to prepare and support when it comes to building it. The data also indicate a less positive attitude by early childhood teachers towards the annual preschool work program, and thus fewer preschool teachers report that they had the appropriate tools to build the annual



work plan, that were helped in its preparation and that they regularly compared it to actual implementation.

The work in a small group is seen by most early childhood teachers as one of the basic and significant tools of preschool work. Although they believe that the frequency of meetings required by the New Horizon Outline is too high, most report that they eventually reach the goal of reforming this aspect despite the difficulties of early childhood teachers regarding the conditions under which the group meetings take place. Finally, early childhood teachers' attitudes about the contribution of the group meetings to the preschool, to the preschooler's relationship with the children and to their strengthening and emotional, pedagogical and social support are very positive.

Individual conversations are also seen as a positive and significant factor for preschool teachers, and they see them as an important contribution to strengthening children's emotional and social well-being and adaptation processes, but at the same time claim that there is uncertainty about the content that should be included. Most early childhood teachers do have individual conversations, but less often than necessary according to a new horizon outline, and like group meetings, most believe that reform has raised the frequency of individual conversations to a sufficient level. The conditions for holding individual conversations, especially in the eyes of early childhood teachers, are perceived to be less favorable compared to the conditions for group meetings, although preschool teachers believe there has been an improvement in this area.

The documentation is seen as a definite innovation and a central component of the program, and most preschool teachers often document as required the preschool structure. However, they consider the documentation a difficult and burdensome task.

Meetings with parents during the year - Most early childhood teachers report that they have meetings with parents during the year without change from the beginning of the reform. Only a third of them report an increase in the frequency of these encounters following a new horizon. However, reform seems to have little effect on the quality of encounters with parents, and most early childhood teachers also believe that reform has no effect on parents' satisfaction with preschool activities, their cooperation, and their degree of familiarity with preschool.

**Impact on the self awareness of a preschool teacher professionally** - The changes in preschool conduct following the implementation of the reform are generally positive, and that only a limited number of aspects have deteriorated. During the years of reform, early childhood teacher satisfaction rose from salary levels and social conditions (although relatively low), from the extension of kindergarten day, the frequency of training to implementation of the reform, and the quality of its content. The negative attitudes of the kindergarten staff on the issue of the impact of the reform on child fatigue and the workload and tiredness of the kindergarten staff were also moderate.

According to preschool teacher reports, there is an improvement in the conditions under which group meetings are held, as well as positive attitudes about the contribution of group meetings to preschool management, to the preschooler's relationship with children, and to strengthening emotional, pedagogical and social support for the children in individual childcare conversations - even though the individual conversations occur. As less favorable compared to the conditions of the group meetings, even the early childhood teachers adapted..

Regarding documentation - Despite the predominantly negative attitude towards documentation, preschool teachers are satisfied with their preschool activities,

cooperation and degree of familiarity with preschool and this indicates a positive trend and a positive professional self awareness.

## **Summary**

This study describes a snapshot in the 8-year period after the full implementation of the "New Horizon" reform in kindergartens. The descriptions and assessments in the study related to the changes that took place in the preschool following the reform, the differences in the levels of performance in different kindergartens and the satisfaction of early childhood teachers from each of the new Horizon components and the reform as a whole. Special emphasis was placed on the developmental aspect of the preschool reform process, analyzing the changes that took place during its eight years of implementation, with the aim of drawing informed conclusions about the effects of reform on early childhood teacher self awareness.

The overall picture that emerges from this study shows a composite attitude of early childhood teachers toward reform as a whole and its specific components, but there is a trend toward a positive shift towards most of its aspects over its eight years of implementation. The spirit that comes from early childhood teachers is the desire to continue reform while introducing changes to some of its components.

The study points to various aspects in which you have received and benefited from the positive impact of the reform on kindergarten life and the well-being of all those involved. At the end of eight years of implementation, most early childhood teachers support the continuation of the reform and this indicates a positive professional self awareness.

Eight years after the reform began - Early childhood teachers are expressing fairly high levels of satisfaction with their professional status and work day organization. Preschool teachers saw high levels of satisfaction with the professional support they receive at work, their professional development, their

relationship with parents, their sense of autonomy in their work as preschool teachers, and the provider of planned activities in kindergarten.

The prevalent feeling among early childhood teachers is that reform has a positive impact on children's cognitive, emotional and social development, with a moderate positive change over the years. Preschool teachers also report positive perceptions of the impact of a new Horizon reform on human relationships among all those involved in preschool activities, in terms of the quality of their interactions with children, preschool teamwork, parent-teacher relationships, and their degree of familiarity with preschool life. . In all of these aspects, there is a positive and stable trend among the various parties throughout the years of reform.

Extending the activity day is not seen as a negative factor among most early childhood teachers and there is also a trend toward more positive perceptions in this aspect as the reform took root.

Positive attitudes have also risen regarding the annual work program, which most early childhood teachers build on their own. Most of them also report on group meetings at the frequency required by the New Horizon outline, as well as early childhood teacher attitudes about the contribution of group meetings to preschool, relationship with the preschooler, the children, and their emotional, pedagogical and social support.

Most early childhood teachers also have individual conversations, but less often than required according to a new horizon outline, and like group meetings, most believe that reform has increased the frequency of individual conversations to a sufficient level.

On the other hand, reform has a number of weaknesses, which requires a rethinking and systemic intervention. The degree of satisfaction of early childhood teachers with social conditions and social conditions was not high, the

staff is also very much affected by the severe consequences of extending the school day in terms of tiredness and hunger among children, the increase in the load and burnout of the kindergarten staff. In addition, the preparation of the work plan is seen as a negative factor in terms of the time required to prepare it.

Another weakness of the reform concerns the frequency of group meetings, and although individual conversations are perceived by early childhood teachers as a positive and significant factor and the vast majority agree that individual discourse brings with it a renewal, the conditions for holding individual conversations are seen by preschool teachers as less favorable.

Finally, although documentation is seen as a definite innovation of reform, many early childhood teachers feel that documenting activity is a difficult and burdensome task.

There is a clear trend towards a positive perception in the professional self awareness of early childhood teachers. In most of the areas examined, the satisfaction of early childhood teachers is reflected in the positive changes that have taken place in their work following the reform of their professional status, their professional support, their professional development, their relationship with parents, their sense of autonomy in their work as early childhood teachers and their active provider. There is also a positive trend, from the extension of the day of kindergarten activities, to the frequency of training to implement the reform and the quality of its content.

Satisfaction is also raised in other areas that were not related to overall satisfaction with the reform and are: job satisfaction as a kindergarten teacher, professional development, relationship with parents, sense of autonomy at work, and work day organization.

## **Conclusions**

The conclusion from the study is that in order for the reform to be successful, it is necessary to invest in the professional self awareness of early childhood teachers in parallel with the reform procedures.

One of the issues influencing the success or failure of the reform has more to do with the study of the emotions and professional self awareness of the reformers - early childhood teachers, and less with organizational factors or the structure of the curriculum.

The findings of the study show that early childhood teachers felt a negative attitude in characterizing certain aspects when their professional self-insight was questioned during major reform-related events, and when there was involvement in the reform their self-confidence was strengthened.

The new Ofek reform had a positive effect on the self awareness of early childhood teachers in Israel in the professional field.

At the end of the eighth year of the full reform of all kindergartens in Israel, there are still echoes of preschool teachers who are dissatisfied, but most kindergarteners support their continued existence, while introducing changes in various fields.

The attitudes of early childhood teachers towards reform as a whole and its specific components are complex, but the trend presented in the study is that the impact in a positive and adaptive direction on the professional self awareness of early childhood teachers in most aspects of reform, although rethinking specific components.

The findings suggest that the reform has had a positive impact on early childhood teacher professional awareness in some aspects of early childhood work, particularly regarding early childhood teacher status, functioning and

professional status, as well as relationships with children and familiarity with them. The difficulties arose in relation to the working conditions, the load requirements and the physical condition of the children.



## **Recommendations**

The implementation and recommendations touch on a number of weaknesses of the reform that adversely affect the early childhood teachers' self awareness in the professional field, which requires a rethinking and reorganization for the purpose of integrating and optimizing the principles that will bring a positive of self awareness kindergarteners to their profession.

1. One of the directions for improving the professional self awareness of early childhood teachers and turning the teaching profession into a sought after profession is to deepen their confidence in their preschool teachers and professionalism. Trust in preschool teacher professionalism will be reflected in the granting of greater autonomy, enabling initiative, diverse options for writing curriculum, teaching and assessment methods, encouraging educational initiatives, and "going out of the box" in determining the regularities and learning spaces.

Strengthening the autonomy of early childhood teachers will deepen their perceptions of their ability and sense of belonging to the education system.

2. Making changes to the main points of reform while sharing early childhood teachers in determining the changes according to their experiences of everyday life in kindergarten.

3. Improving physical working conditions in kindergartens, especially reducing the number of preschool children, adding additional educational assistance to all age groups in kindergartens, responding to kindergarten replacements by a pool of early childhood teachers, the supervisor will prepare the repository.

4. Reducing the duty of documentation of preschool work and individual conversations.

5. Comparison of the employment conditions of early childhood teachers to the conditions of employment of elementary school teachers who receive much better conditions, as well as to provide a simple explanation of the calculation of pensions, since the calculation is now incomprehensible to many teachers.

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# **Appendices**

## **Appendix No. 1**

### **Early Childhood Teacher Questionnaire**

(The questionnaire was written inspired by a questionnaire from the National Measurement and Evaluation Authority in Education, (RAMA,2012)

Hello, My name is Michal Sapir and I am a PhD student in Psychology of Education at the Open University of Varna, Bulgaria. I am doing a dissertation on the impact of the "New Horizon" reform on the professional self awareness of early childhood teachers in Israel.

The research population in this study is preschool teachers who work in their profession in the Ministry of Education from pre-reform days (starting in 2010). Thank you if you can complete the above questionnaire. It is important to emphasize that your answers will be kept confidential.

**\*How many years have you been a kindergarten teacher in this kindergarten? \_\_\_\_\_ years ("round years")**

**\*What is your overall seniority as a kindergarten teacher? \_\_\_\_\_ years ("round years")**

**\*What is your overall job volume, as a percentage?**

Up to 59%

60%- 69%

70%- 79%

89%- 80%

and above 90%

**)What is your birth year? \_\_\_\_\_ (Optional**

**1.In general in relation to the "New Horizon" reform - to what extent are you satisfied with the reform?**

. Not very satisfied 1

. Slightly satisfied 2

3. Moderately satisfied

. Very satisfied 4

. Very satisfied to a great extent 5

**Here are some questions regarding your satisfaction today in various areas. 2**

Here are some questions regarding your satisfaction today in various areas.

For each statement, please indicate to what extent the satisfaction in the field described on a 5-level scale, where: 1 = not very satisfied, 2 = slightly satisfied, 3 = moderately satisfied, 4 = very satisfied, 5 = Very satisfied to a great extent.

To what extent you are satisfied	Not very satisfied	Slightly satisfied	Moderately satisfied	Highly satisfied	Very much satisfied
From your job as a preschool teacher	1	2	3	4	5

From the professional support you receive from your work	1	2	3	4	5
From your work day length	1	2	3	4	5
From your salary and social conditions	1	2	3	4	5
From the professional status of early childhood teachers	1	2	3	4	5
From your professional development	1	2	3	4	5
From the relationship with the parents	1	2	3	4	5
Your sense of autonomy in your work as a preschool teacher	1	2	3	4	5
From the workload	1	2	3	4	5
From the Labor Day organization	1	2	3	4	5

From the extent of the planned kindergarten activities	1	2	3	4	5
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**In your opinion, has a "new horizon" changed the kindergarten work? 3**

Big change has occurred 1

2. Adverse change has occurred

3. No change

4. There has been a change for the better

5. Big change for the better

**Explain your answer and give an example of a change that occurred\***

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**4. Here are some areas related to kindergarten activity and behavior. For each area, indicate in what way the "New Horizon" reform affects or does not affect the field. Rate your answer on a 5-level scale, with: 1 = very bad, 2 = bad, 3 = not good, 4 = good, 5 = very good. very well**

How does the "New Horizon" reform affect or not.....	Impacts very badly	Adversely affecting	Does not affect	Impacts for the better	Affects
Kindergarten children's	1	2	3	4	5

cognitive achievement					
The emotional-social experience of preschool children	1	2	3	4	5
The preschool children's social skills	1	2	3	4	5
The Confidence of Kindergarten Children	1	2	3	4	5
The level of tiredness of preschoolers	1	2	3	4	5
The children's desire to get to kindergarten	1	2	3	4	5
The social relations between the children	1	2	3	4	5
Your degree of familiarity with each child and child	1	2	3	4	5
The interactions between you and the children	1	2	3	4	5

Increase your quality time with preschoolers	1	2	3	4	5
Kindergarten teamwork	1	2	3	4	5
The atmosphere in the kindergarten	1	2	3	4	5
Workload on early childhood teachers	1	2	3	4	5
The degree of fatigue of early childhood teachers	1	2	3	4	5
The professional development of early childhood teachers	1	2	3	4	5
The image of the kindergarten teacher	1	2	3	4	5
The relationship between preschool teachers and preschool parents	1	2	3	4	5

### **Questions about extending the day of kindergarten activity.**

**? . Do you feel that you extend your day of activity in the kindergarten 5**

1.Highly interfering with kindergarten work

Interferes with kindergarten work<sup>2</sup>.

Does not affect kindergarten work<sup>3</sup>.

4.Contributes to kindergarten work

5.Highly contributes to kindergarten work

**6.In your impression, what is the position of parents regarding the extension of the kindergarten day activity under "New Horizon":**

Most parents oppose extending the day of kindergarten activities.<sup>1</sup>.

2.About three-quarters of parents oppose extending the day of kindergarten activities.

3.About half of the parents oppose extending the day of kindergarten activities.

4.About three-quarters of the parents support the extension of kindergarten day.

Most parents support the extension of kindergarten activities.<sup>5</sup>.

Most parents don't matter.<sup>6</sup>.

**Group meetings**

**7.To what extent do you generally feel that the group meetings: (Scalable on a 5-level scale, where: 1 = very little or not at all, 2 = slightly, 3 = moderately, 4 = very much, 5 = very much).**

	Agree to a very small extent or not at all	Agrees to a degree	Agrees moderately	Agrees to a great extent	Strongly agree
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Improve your familiarity with children	1	2	3	4	5
Contributing to providing a differential response better tailored to the child's needs	1	2	3	4	5
Contributing to strengthening your relationship with the children	1	2	3	4	5
Contributing to Strengthening Children's Adaptation to the Kindergarten Framework	1	2	3	4	5
Contributing to the pedagogical promotion of children	1	2	3	4	5

**8. On a regular day, how often does a group meeting take place?**

Once a day<sup>1</sup>.

2. twice a day

Three to four times a day<sup>3</sup>.



**questions regarding the kindergarten agenda structure:**

**9. In general, has the the kindergarten work agenda changed following a "new horizon"?**

There was no change in the working day order or to a very small extent1.

Yes, to a small extent2.

Yes, moderately3.

4.Yes, to a large extent

Yes, to a great extent5.

If yes, what is the change?\_\_\_\_\_

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**Questions about the kindergarten's annual work plan:**

**?Does the kindergarten have an annual work plan10.**

Yes1.

No2.

**?Who prepared the annual work plan11.**

1.Prepare it alone

Prepare it with the help of the supervisor2.

Prepare it with a guide3.

Other Please specify\_\_\_\_\_4.

**12.**For each, indicate to what extent you agree with the term, on a 5-level scale, where: 1 = agree very little or not at all, 2 = agree slightly, 3 = agree moderately, 4 = strongly agree, 5 = agree very much.

	agree very little or not at all	agree slightly	Agrees moderately	strongly agree	agree very much
Work on building the plan changed as a result of "New Horizon	1	2	3	4	5
Annual work plan changed due to ""New Horizon	1	2	3	4	5
In general, you feel you had the right tools to build your annual kindergarten work plan	1	2	3	4	5
You get help in building the annual work plan if you need it	1	2	3	4	5

The construction of the annual work plan helps you in the day-to-day activities of the kindergarten	1	2	3	4	5
You often compare the plan with the actual implementation	1	2	3	4	5
You feel that building a plan takes a lot of time for you	1	2	3	4	5
You feel that the requirement to follow the annual work plan interferes with your work spontaneity	1	2	3	4	5
You feel that building an annual nursery plan contributes to kindergarten management	1	2	3	4	5

### 13. Do you practice documenting your kindergarten work?

Yes1.

No2.

**To what extent does documentation in your kindergarten work help you?14.**

1.To a very small extent

To a small extent2.

Moderate3.

To a large extent4.

Very much5.

**15.To what extent do you feel that you have appropriate tools for documenting your kindergarten activity?**

To a very small extent1.

To a small extent2.

Moderate3.

To a large extent4.

5.Very much

**16. To what extent do you feel that recording the activity of the kindergarten is difficult for you?**

To a very small extent1.

2.To a small extent

Moderate3.

4.To a large extent

5.Very much

### **Questions about relationship with parents**

**Have there been meetings with parents this year?**17.

Yes1.

No2.

**18.Has the "new horizon" changed the frequency of personal meetings with the parents of children?**

The frequency of meetings was greatly diminished.1.

The frequency of meetings decreased.2.

.There was no change in the frequency of encounters with parents3.

.Frequency. Meetings increased4.

.The frequency of meetings increased greatly5.

**19. To what extent has the quality of encounters with parents changed as a result of a "new horizon"?**

.The quality of the sessions varied greatly1.

.The quality of the sessions has changed2.

.The quality of the sessions did not change3.

.The quality of the sessions has changed for the better4.

**20.**To what extent did the "New Horizon" reform affect your parents-preschool relationship? On a 5-level scale, where: 1 = very badly affected, 2 = b did good, 3 = not good 4 = bad, 5 = very good.

	very badly affected	b did good	not good	bad	very good
Parental satisfaction with preschool activities	1	2	3	4	5
The cooperation from the parents	1	2	3	4	5
Increase parental familiarity with what is happening in the kindergarten	1	2	3	4	5

### Salary questions

Following the "New Horizon" reform, did you pay:**21.**

Decreased significantly1.

Decreased slightly2.

Don't change3.

Increased slightly4.

rose significantly5.

**?To what extent are you satisfied with your salary level today22.**

Very satisfied or not at all1.

2.Slightly satisfied

Moderately satisfied3.

Very satisfied4.

Very satisfied to a great extent5.

### **Professional development questions**

**23.To what extent are you satisfied with the professional development system following "New Horizon"?**

Very satisfied or not at all1.

Slightly satisfied2.

3.Moderately satisfied

4.Very satisfied

5.Very satisfied to a great extent

**25.To what extent are you satisfied with the frequency of meetings within the professional development system?**

Very satisfied or not at all1.

Slightly satisfied2.

Moderately satisfied3.

Very satisfied4.

Very satisfied to a great extent5.

**26.To what extent are you satisfied with the content transferred within the professional development system?**

Very satisfied or not at all1.

Slightly satisfied2.

Moderately satisfied3.

4.Very satisfied

Very satisfied to a great extent5.

**27.To what extent are you satisfied with the summit's evaluation within the professional development system?**

1.Very satisfied or not at all

2.Slightly satisfied

Moderately satisfied3.

Very satisfied4.

5.Very satisfied to a great extent

**28.To what extent are you satisfied with the conditions under which professional development took place?**

1.Very satisfied or not at all

Slightly satisfied2.



Moderately satisfied<sup>3</sup>.

4. Very satisfied

Very satisfied to a great extent<sup>5</sup>.

In summary, if it was up to you if you would recommend the system:<sup>29</sup>.

1. Stop "New Horizon" in the kindergartens and return to the previous work format.

Continue the "New Horizon" in kindergartens as it was this year. 2.

Continue the "New Horizon" in kindergartens with some changes.<sup>3</sup>.

List which changes\_\_\_\_\_

**30. Do you have a comment, information or reference that we did not ask about and you think we should know?**

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**Thank you very much for your cooperation!!!**

## **Appendix No. 2**

### Topics to discuss in-depth interviews.

1. "Describe to me the process that has been going on in your kindergarten in recent years following the New Horizons reform".
2. What is your position on the "New Horizon" reform, and do you want to continue implementing it?
3. " To what extent are you satisfied with your salary and social conditions ?
4. "To what extent are you satisfied with the extension of the school day until 14:00" ?
5. "What is your attitude towards the training in implementing the New Horizon reform in terms of its path, tools and professional support" ?
6. " What is your position regarding the annual work plan?"
7. "Describe the contributions and influences of the group sessions in the kindergarten".
8. "Describe the contributions and effects of the individual conversations with the kindergarten children".
9. "What is your position on the documentation of kindergarten activities "
- 10 . "To what extent do you think the 'New Horizon' reform has affected the relationship between parents and the kindergarten in terms of satisfaction, cooperation and increased familiarity?"
11. "Describe the teamwork in your kindergarten "