

# SYNOPSIS

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## **A Lifelong Teacher: The Relationship Between “Teaching For Instruction” and a “Pedagogical Supervisor” – A Process of Becoming A Pedagogical Supervisor**

*In memory of Rachel Shaked (Koka)*

Shosh Millet

**Keywords:** becoming teachers, pedagogical supervisor, preparatory dialogue, feedback session, survival, effective communication

A pedagogical supervisor is one of the roles one finds in teacher training centers. It is a position usually filled by an expert teacher with experience, knowledge and skills. The pedagogical supervisor intervenes in an attempt to translate his or her experience in order to train students to be like him/herself, rather than through apprenticeship. At present, there is no special training for the role of pedagogical supervisor. Following the course of the beginning pedagogical supervisor indicates that his or her stages of professional development parallel the stages of becoming a teacher that one encounters in the professional literature. The role of the pedagogical supervisor is complex and includes practical-personal knowledge of the teacher, together with other qualitative elements such as proficiency in counseling and in guidance, reflective skills, mentoring, communication and reinforcement skills.

The article presents the case of a beginning pedagogical supervisor and a beginning teacher and reveals the parallel stages of becoming these roles: idealization, survival, positive influence and control (Fuller, 1969, 1975). The transformation from “a teacher for instruction” (a concept employed by the beginning pedagogical supervisor in the interview) and a “pedagogical

supervisor” underscores the qualitative elements of practical-personal knowledge for the pedagogical supervisor.

### **The “Reading-Writing Model” in the Process of Producing Academic Texts**

Sara Houftman, Melodie Rosenfeld, Rivka Tamir

**Keywords:** “Reading-Writing Model,” academic text, academic literary profile, integrative reading, integrative writing, “reading-or-writing,” “reading-as-writing”

In this article, reading and writing processes are presented as employed by students (n=30) in carrying out a project assignment for developing an academic text. In accordance with the explanations reported by the students in the experimental group (n=15) and the control group (n=15), we attempted to uncover characteristics of the Reading-Writing Model in the way the assignment was produced: from the standpoint of content and organization, as well as the difficulties and solutions linked to this model during integrative reading and integrative writing. Based on the explanations and characteristics that emerged, we came to the conclusion that the “Reading-Writing Model” is a prevalent model in the production of academic texts among the student population. Various parameters related to the use of this model are indicative of a high/medium/low academic-literary profile. Although differences between the experimental and control groups were found in some of the parameters, on the whole, there is no significant difference between the two groups in the use of the “Reading-Writing Model.”

### **Looking Toward The Future of the Regional In-Service Teachers’ Center Approach to Teaching Staff**

Orit Avidov, Zohar Tal, Ofra Nir-Gal

**Keywords:** teacher center, professional development, reinforcement, in-service training

The present article analyzes the character of postmodern society concerning changes necessary for in-service training processes of teaching staff. The underlying assumption is that schools will continue to be one of the focuses training and socializing for future roles in society. For this reason, schools will have to undergo changes aimed at meeting the evolving demands of the profession. The article presents the Achva Academic College's Regional Teachers' Center as a model for long-term in-service training of teaching staff in accordance with the changing professional needs of teachers and those in the teaching field with an emphasis on the creation of constructive and supportive frameworks of optimal accessibility to schools and settlements.

### **Postmodern Education from the Perspective of Cynical Reason Sources**

Israel Idelovitch

Postmodern skepticism reveals itself as a cynical worldview. The ancient Socratic and Diogenes sources can help us to understand contemporary culture and educational reality, as can the application of the critical principles of quantum physics.

### **The Moslem Brotherhood Movement in Egypt and the Palestine Question From the 1930's Through the 1948 War**

Ya'akov Yaniv

**Keywords:** Islamic Movement, Moslem Brotherhood, ideology and religion

As a result of political and defense issues of recent years, the Israeli public has exhibited a growing interest in what is called Fundamentalist Islam and the two movements belonging to this broad conceptual realm: the Hamas in the Territories and the Islamic Movement in Israel. Both movements draw their ideological foundations from the doctrine of the Moslem Brotherhood founded

by Hassan el-Baneh at the end of the 1920's in Egypt. The historical and ideological background for emergence of these movements is less well-known. There is no direct or ongoing tie between religious activity that took place in the past in Israel and these movements. However, there is a deep ideological and religious linkage to the legacy of the Moslem Brotherhood that has had a significant influence on the creation and activities of these movements.

This article focuses on the practical and ideological background of the Moslem Brotherhood in regard to Palestine during the 1930's and 1940's. It is based primarily on a host of scholarly research, together with a number of works by contemporaries of the period who serve as primary witnesses, having been participants in the events themselves. Such is the book by Kamal Ishmael regarding the War of 1948, in which he participated with the forces of the Movement. Also, the book by Mahmud Abed el-Halim, who was one of the founders of the Moslem Brotherhood in Egypt. These testimonies, while authentically painted, carry the danger of a one-sided and unbalanced outlook of persons who experienced events from the standpoint of an "interested party." Limitations of length did not permit addressing other primary sources in this article, such as the Movements' newspapers. The article seeks to provide the general reader with some of the background knowledge necessary for an understanding of events, particularly the early historical-ideological background of the Islamic Movement in Israel, whose current chapter I have been following for over a decade.

### **Computers For Preschoolers With Adult Mediation – The Impact of a Computerized Learning Environment and Its Implications for Preschoolers**

Ofra Nir-Gal

**Keywords:** computers, computer software, preschool, teacher, thinking, mediated learning

The present study examines the influence of various computerized learning environments on cognitive processes of preschool children using computers. A

sample of 150 compulsory kindergarten children was chosen. The study found that compared to children who operated a computer without the mediation of an adult, or with very little assistance, children exposed to operation of computers with the mediation of an adult enhanced their level of cognitive functioning. This was found for abstract cognitive indexes, such as ability to plan, vocabulary, visual-motor coordination and response-style indexes, including reflective thinking indicators. However, significant differences in achievement among children who used Logo and children who used game software was not found. It can be concluded that among preschoolers, guidance by an adult in a computerized learning environment allows better use of computer technologies.

### **The Historical-Cultural Heritage and Its Educational Significance from the Perspective of Yehiel Kaufmann**

David Shahar

**Keywords:** historic-cultural heritage, Judaism as a culture, education as an endower of heritage, nationalist education synopsis

Aspirations to renew Judaism as a national culture was common to all streams of Zionist thought. However, conflicting approaches became apparent as to the characteristics that should unite Jewish national culture in the future – and the tie between the characteristics of Jewish national culture in the future and Jewish culture in the past.

As a thinker and an educator, Yehiel Kaufmann faced a core problem: the question of affinity to Jewish spiritual heritage throughout the ages. Various scholars have dealt with his thoughts, but the totality of his educational outlook has not been the subject of inquiry. The purpose of this article is to thoroughly cover this area, while linking our study to what Kaufmann saw as a historical-cultural heritage.

Kaufmann assumed that the national experience is shaped against a backdrop of cultural creativity. A national collective particularizes itself by its national and religious affinities. Kaufmann viewed the historic-cultural heritage of the past as a matter of “great national importance.” In his mind, the essential needs

of the current generation could find satisfaction in the heritage of the past and there was no question, in his view, that this heritage should form the cornerstone for the erection of national education.

Kaufmann believed in the power of ideas to shape the lives of people and the course of history. He viewed education towards cultural values as the foundation for shaping the image of the “Hebrew person of learning” and for realizing national renewal. From this standpoint, emerges the authority of the educator as a person charged with imparting cultural values, knowledge as an ideal, awareness of cultural continuity and rapport with the literature of past generations. Thus, Kaufmann presents a figure of a conservative educator and essentialist in his educational outlook.

### **Some Characteristics of the Language of E-mail Correspondence**

Zvi Sar'el

Certain language processes have been accelerated by the “information revolution,” and are generating reconsideration in the fields of general linguistics and sociolinguistics. The result is a development of a mixed language comprised of elements of formal written language and informal spoken language.

Although permanent bilateral register shifts are a well-known language phenomenon, such processes may have unique characteristics in the case of the information revolution.

These shifts give rise to various controversial theoretical approaches that raise the question of what sort of language is developing. Is it basically a spoken language with some written elements or vice versa?

Since these language processes are still in development, supporting one or another view would be premature. Therefore, in this fragmentary study, an analysis of sample data drawn from e-mail correspondence in Hebrew will be presented. The analysis is supported by theoretical and empirical studies from current research.

## **The Vicissitudes of A Folk-Tale: A Jewish “Tom Thumb”**

Adina Bar-Ei

**Keywords:** folk-tale, anthropoetics, folklore, fable, legend, archetype, Jewish archetype, Bialik, Tom Thumb, Y. L. Cohen, Anderson, Itzhak Kipnis

This article compares the fable of Tom Thumb to the version of the story in Yiddish. The Yiddish version is published here in its entirety in translation into Hebrew. Comparison reveals that the change in genre from fable to Jewish archetype leads to changes in both the plot and the message in conforming to the demands of a Jewish audience.

The Tom Thumb motif is also found in two poems by Bialik that, at face value, are children's poems, but actually contain elements for adults.

In the appendix, I have included information regarding Hans Christian Anderson's story as translated into Yiddish in a children's newspaper in Vienna of 1915. Also included is the Yiddish story by Itzhak Kipnis about the tiny hen that was no larger than a poppy seed.

## **Jonathan Is No Longer Small! From A Naive Jonathan To An Ideological Jonathan**

Leah Baratz

**Keywords:** concepts, intertextual songs, *Yonatan Ha'Katan* (Little Jonathan, the anonymous version), Y. Dushman's *Yonatan Ha'Katan*, Yonatan Gefen's "Al Ha'Etz" (In The Tree), M. Shitrit's *Yonatan*, Yona Valach's *Yonatan*

This article will examine how a children's song cast off naive content and absorbed coded messages whose content contains an aura of protest. The clash between apparent content, the familiar and naive, and the new content creates a dichotomy that must be deciphered differentially. The reader is required to

dismantle the single value of both the **signifier** and the **signified** and interpret the song in accordance with new **signifiers** containing other messages.

This article seeks to examine another aspect, as well: how protest songs or songs with an ideological foundation bond with children's songs. This process, whether intentional or not, blurs the coded ideological message within the existing infrastructure of the children's song.

**“The War and Courting Dance”<sup>1</sup> –  
On The Tie Between Mothers and Daughters**

Ariela Lamdan

**Keywords:** separation, individuation, attachment, connection, relation, gender, motherhood

This study describes the development of the tie between mothers and daughters throughout the life cycle, in accordance with the feminist psychoanalytic approach. These ideas focus on a number of questions: How is the tie between mothers and daughters different from the tie between mothers and sons? What makes this tie so strong and complex? What is the essence of the ongoing conflict between mothers and daughters vis-a-vis autonomy and communication? How does the mother-daughter tie change during the life cycle? What characterizes the mother-daughter tie in the kibbutz?

In all societies the tie between mothers and daughters is closer and more complex than the tie between mothers and sons. Psychoanalytic theory explains the essence of the mother-daughter relationship in the crystallization of the identity of the daughter in relation to the same figure, the mother figure, over the span of many years. Contrary to this model, the son changes identities: he begins by identifying with the mother and, later on, switches to identifying with the father. The ongoing tie between mother and daughter leads to its fortification, but, also, to a blurring of boundaries between the egos of both mother and daughter. It is this blurring of boundaries which makes the separation and individuation processes of mothers and daughters so difficult. As

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<sup>1</sup> A term coined by Liblich (1998) in her book *Ish ve'Isha ve'Ish (Man and Woman and Man)* p. 94.

the daughter discovers the differences between the sexes, she also becomes aware that society ascribes less value to femininity and more value to masculinity. This discovery generates anger towards her mother who is responsible for giving her “a life without a penis.” In a symbolic sense, she belongs to a “penisless” sex that has been assigned personal and social inferiority compared to the male sex.

The daughter develops a deep fear that she will be like her mother, together with fears that she will be different from her mother. These fears define the deep conflict between attachment and autonomy in mother-daughter relationships over the years.

The desire for separation exists not only among daughters, but also among mothers. Feminist attitudes (Hirsh, 1981; Hammer, 1975) have made it permissible for mothers to sense a need for separation from their daughters without a sense of guilt.

During the life cycle, there is a movement towards and away from the mother on the part of the daughter. During adolescence, daughters typically relate to their mothers in a negative manner. However, during the periods of marriage, pregnancy, birth and motherhood, there is a strong trend towards rapprochement and redefinition of the tie between them. Many daughters speak of not wanting to be like their mothers, while identifying with the behaviors of their mothers on a conscious or unconscious level. Rapprochement and strengthening of the tie between daughters and mothers also takes place as the mother becomes older and weaker.

Second-generation mothers in the kibbutz, who as children experienced lack of family, react with very strong family feelings as mothers. No studies have been done on the tie between second-generation mothers and their third-generation daughters.

## **The Bedouin Woman: Economic and Social Changes**

Moshe Cohen

The status of the Arab woman in general and the Bedouin woman in particular is an issue that deserves wider discussion. Careful study of the development of the Bedouin woman's status over the last two decades reveals many changes in different domains which have had a significant affect on the lives of these women. There have been changes in the social, economic and educational domains and even, albeit to a lesser extent, in the religious domain.

This article seeks to review some of the changes that have taken place over the last two decades, with an emphasis on the change in educational status.

Examples illustrating both the "ups and downs" of social change, as well as dichotomies of change are the Bedouin wedding (which has changed consistently over time), on the one hand, and the circumcision of girls (which remains until today in its traditional form), on the other. It was my intention to present opposing phenomena of old and new currently coexisting among the Bedouins.

### **Advancement of Autistic Children Is Possible and Requires Cooperation Between The Child's Family and Agents Engaged in Treating The Child**

Amos Flieshman

**Keywords:** autism, autistic characteristics, feedback relations, family, early intervention, social behavior, integration, social story

Autistic disorders are pervasive developmental disorders (PDD) that appear early in the life of the child and affect many areas of development. These syndromes are characterized by social deficiencies, communication deficiencies and strange behavior. Autistic characteristics change during the course of the child's development. Intensive care can greatly enhance the abilities of the autistic child.

Today, it is an accepted idea that the reason for autism is organic, i. e. biological, in nature. It appears that primary biological impairment leads to secondary developmental impairment. The autistic child, who cannot establish social feedback relationships as a result of primary functional organic damage,

“misses out” on the social enrichment that normal children receive. Experience in recent years, however, has shown that children with autistic characteristics, who have been exposed to vigorous social feedback, can greatly enhance their abilities. The instilling in the child of the ability to couple feelings and information can create a change in the behavior of the autistic child. This is accomplished through the establishment of emotional feedback between the autistic subject and a significant figure in his/her life (parent or close caretaker). Certain professionals in the field, Greenspan (1997) and Lovaas (1987), for example, believe that one can advance certain autistic children to the point of integrating them into the regular school system.

Mobilization and guidance of family members concerning the care of the child can be critical factors in the advancement of the autistic child. Since the child is an inseparable part of his or her family, his or her behavior will influence the behavior of the family members and vice versa. For this reason, a program of early intervention, as adopted in the United States, views the family not only as a vehicle for treating the child, but also as a “client” itself in need of intervention and treatment.

Rehabilitation of the autistic child has three stages: 1) creating a feedback relationship between the autistic subject and a close caregiver, 2) broadening the system of social relationships and 3) teaching social relationships in a complex and changing environment. Guidance of the family members in auxiliary care of the autistic child and their involvement in treatment are important factors at all three stages.

The educational system must prepare itself to advance autistic children by providing assistance and guidance to families and by utilizing the family’s ability to assist in the advancement of the child.

### **Support Groups for Families of Children with Special Needs**

Yosefa Eisenberg

The purpose of this article is to demonstrate the uniqueness of group work with parents of children with special needs. The article describes the principles of

group work and identifies topics which usually arise in groups consisting of parents of children with special needs. This is related to an understanding of the characteristics of participants in such groups and their reasons for seeking this treatment modality.

The group work treatment modality is seen as an important resource contributing to emotional support and aid to parents in coping with a child with special needs.