



Kaye Academic College of Education

*A*cademic Innovation in Education



Kaye College: Facing the Community ■ 2012

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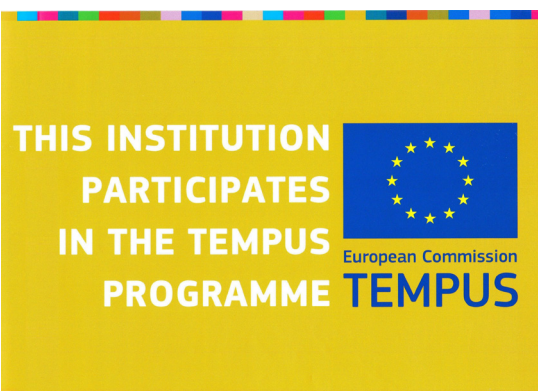
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In Appreciation of our Supporters

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

- Mr. Geoffrey Kaye and Family
- The Pears Foundation
- The Ministry of Education
- The Jewish Agency
- The Ministry of Public Security
- UJIA
- UJA
- The Sobell Foundation
- The Ted Arison Foundation
- The Bernard van Leer Foundation
- The South African Zionist Federation in Israel
- The Public Affairs Office, Embassy of the USA
- The European Commission
- The British Council
- JOINT
- The Sacta-Rashi Foundation
- The Hecht & Seltzer Mutual Fund
- The Garry & Jerri-Ann Jacobs
- JITLI
- The Ministry for Senior Citizens
- SHEFI, the Ministry of Education
- The Guidance Division for Discharged Soldiers
- The Society of Advancement of Education
- The Anti Drug Authority
- The Anti Violence Organization
- Gazit-Globe
- The National Lottery - Mifal HaPais
- The Beer-Sheva Foundation
- Dr. Adnan & Mrs. Hula Sa'adi
- Dov Hampel
- Mr. Leslie & Ms. Moozie Wolff
- Mr. Malcolm & Ms. Paula Bowman
- Ms. Leni Ehrenberg
- Fredi Rose, of blessed memory
- The Benjuya family
- The Israel Commission for UNESCO, Ministry of Education
- The Joseph S. and Caroline Gruss Life Monument Fund
- Perah
- Ruth and Eliezer Abrams Foundation
- Start Up



Produced by the International Relations
Department, Kaye Academic College of Education

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Photos: **Yoram Peretz**
Nik Smirnov
Nurit Avdu
Jennifer Ben Baruch
Izu Lichtman
Design & Print: **Kavim-Group.co.il**

On the cover: **M.Ed. Graduation Ceremony**
photo: **Yoram Peretz**



From the President's Desk



The past academic year has been characterized by celebration and innovation. We celebrated the 10th anniversary of *Tarshish*, the school for senior citizens. Within the framework of Kaye Academic College of Education, *Tarshish* serves as a home for the development and growth of the life, spirit, culture and sport of senior citizens from Beer-Sheva and its neighboring towns. *Tarshish* is the dream-come-true of Ms. Hanna Blau, a member of the college faculty. She was assisted by dedicated staff members, who set the goal of offering a rich variety of studies in which seniors teach seniors.

This year the ACE, a program of teacher education for academics, has also celebrated its 10th anniversary. The ACE program started as an experimental program that follows three basic principles: study as a process of participation and partnership in a social-cultural context, development of professional identity as an educational dialogue that constructs meaning, and emphasis on active involvement in the challenges of education. The program views diversity as a value and an advantage for building a community in which many voices and different interpretations may be heard, and where sustained attention and acceptance of "the other" is the norm.

Kaye College conceives of innovation as part and parcel of ongoing study. This year we began to build the elements of our pedagogy based on the innovative method called Project Based Learning (PBL). It encourages inquiry in learning environments enriched by technology, while cultivating work in teams, the solving of problems, communication and critical thinking. The PBL approach requires a conceptual change regarding teaching and learning in the 21st century, and many meetings in the college have been devoted to discussions of the issue of teacher identity in the 21st century.

Kaye College is experiencing a time of growth and development. I'm thrilled to inform you that, thanks to the warm support and a generous contribution of the Pears Foundation, our School of Visual Art will be expanded and upgraded towards the College's 60th anniversary.

I am delighted to announce that Kaye College has received the approval of the Council of Higher Education to open an additional M.Ed. program. Our new program focuses on physical education and sport for excluded communities and, as an inter-disciplinary program, it combines knowledge and expertise from the field of physical education, with knowledge and expertise from the field of informal education.



From the President's Desk (contd.)

I am also very happy to notify you that Kaye College will collaborate on two large projects in the framework of TEMPUS, the *Trans European Mobility Program for University Studies*, an initiative of the European Union. Kaye College, in collaboration with academic institutions from all over the world, responded to a call from the European Union to submit proposals for research budgeting. The College cooperated with two other institutions, the Holon Institute of Technology and Gordon College of Education, and two long-term proposals were submitted. Both proposals were accepted for budgeting by the European Union and the institutions have started their collaboration. One proposal is called *DOIT*, and is shared by twenty four Higher Education institutions in Israel and Europe. It is aimed at developing a study program in multiculturalism. The writing of the proposal was lead by Gordon College and Kaye College joined in as a partner.

The second proposal is called *IRIS* and has eighteen partners of Higher Education institutions in Israel and in Europe. It is aimed at developing a policy, activities and skills for improving internationalism, international academic relations in colleges. This proposal was lead by the Holon Institute of Technology and Kaye College joined in as a partner. Assistance in promotion of the research collaborations was provided by Dr. Olzan Goldstein, Head of the Research Authority, Miriam Schildkraut, Head of the Center for Multiculturalism and Dr. Riva Levenchuk, Head of the International Relations Department.

Kaye College was established in 1954 as a one-year seminar for "teachers of the village," and over the course of the years, we have developed into the leading academic college in the Negev for teacher education. The teacher education programs have expanded, programs for the M.Ed. have been added, and the range of courses for the professional development of teachers has grown a great deal. Our connection with the community has grown stronger, and we run many projects for the promotion of education in the community. In anticipation of Kaye College's 60-year anniversary celebrations, we have also published a book on the history of Kaye College, written by Prof. Zipora Shehory-Rubin, member of the senior staff at the college.

Dear and loyal friends and partners; in 2014, Kaye Academic College of Education will celebrate its 60th anniversary since its founding. We hope to celebrate this memorable event in your presence. It would be a great honor and pleasure if you would join us in the celebrations.

I would like to thank all those who have contributed and warmly supported the educational mission of Kaye College throughout the years. Together, you have helped us to realize the dream of high-quality education in the Negev.

Lea Kozminsky

Prof. Lea Kozminsky,
College President

The Pears Foundation Supports the School of Visual Art

*Dr. Riva Levenchuk,
Head of International Relations Department*

On Wednesday the 3rd of October 2012, Mr. Trevor Pears, the Executive Chair of the Pears Foundation and Ms. Dina Gidron, the Israel representative of the Foundation, visited the School of Visual Art at Kaye College. Our distinguished guests were introduced to a diversity of art programs run at the School within the various frameworks of teacher education, in-service teacher training, instructor training, the School for Senior Citizens, as well as to additional programs for the public at large.

The Foundation's representatives showed great interest in the programs offered, and have recently informed us of their decision to support our School of Visual Art. Their contribution to the school will help shape a better future for the College in general and for art education in particular. It will allow Kaye College to better fulfill its mission of training professional art teachers who will take the initiative to become leaders in their schools and communities, and who will hopefully lead to significant changes in the lives of many people in the South of Israel.

We wish to express our deepest gratitude to the Pears Foundation for granting a very generous donation to Kaye Academic College of Education, to the School of Visual Art specifically. We are thrilled at the prospect of construction, refurbishment and additional programming of our School. We believe that renovations of our School of Visual Art will be completed towards the College's 60th anniversary.



Mr. Trevor Pears (in the center) and Ms. Dina Gidron of the Pears Foundation visit the School of Visual Art

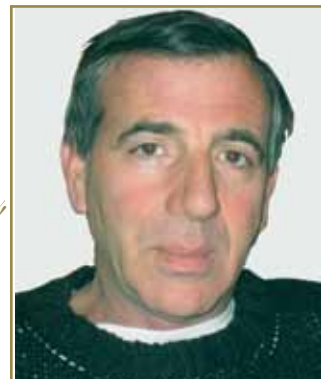


The M.Ed. Program in Physical Education and Sport for Excluded Communities



Dr. Felix Lebed and

*Prof. Arnon Edelstein,
Heads of the Program*



The establishment of this new and innovative M.Ed. program in Physical Education and Sport for Excluded Communities was motivated by two principle reasons. The first is a growing understanding in physical education and in study programs in schools, that it is impossible to divide reality into separate and fragmented spheres. Therefore, in order to fully understand a certain field, one must use an inter-disciplinary approach and relate to a variety of topics and dilemmas that are connected to that field.

The second reason derives from a change in the interpretation of the target population's nature in the educational system. In the past, a traditional approach was widespread in colleges of education, according to which one should view the community as homogeneous, while emphasizing equality in education. However, over the years, the understanding that communities are heterogeneous has grown. More and more, individuals in the community are considered to be different and are therefore sometimes excluded from opportunities that others, who are defined according to the norm, do have. Children and young people grow up under different circumstances, in different environments. They may be very different from one another, both psychically, due to their ethnic origin, as well as psychologically. These children and youth deserve an equal opportunity to develop and realize their potential. This, however, cannot be achieved in the traditional framework of equal and uniform education for all.

The new program is designed to help teachers and educators in physical education to understand the special needs of the excluded populations, the ways in which they have become excluded, and how to enable them to integrate into society, based on a sensitive relationship respectful of those considered different.

This program combines advanced study in the field of physical education and informal education. It is not an artificial combination of both fields, but rather a natural interweaving of the two. It is a unique and exciting program, which allows physical education students to get familiarized with excluded communities such as youth at risk and people with special needs and various limitations.

The goal of the M.Ed. program is to extend the academic knowledge of physical education and sport teachers and to expand the professional tools at their disposal, so that they will be able to cope successfully with the many challenges that education of children and young people necessarily set before the teacher, which are not integrated into the conventional framework of education because of social, psychological or physical problems.

The program is intended to develop initiative and social leadership in an effort to integrate these populations into society. Study and practical experience in the framework of the program, provide the students with a challenging experience as a result of their professional growth, and great satisfaction from their contribution to the progress of the excluded populations.

Kaye College of Education is most grateful to the Benjuya family for their warm support in awarding a scholarship to a M.Ed. student in memory of the late Dr. Nissim Benjuya, former Head of the Gemma and Jennifer Kaye Bio-Mechanic Laboratory.

The School for Teacher Education



*Dr. Orly Keren,
Head of the School for Teacher
Education*



*Dr. Tirza Levin,
Head of Teacher Education Programs*

Teacher education in Kaye Academic College of Education involves an innovative approach that is characterized by a number of points: the integration of 21st century expertise in teaching and in field experience, project-based learning (PBL) and the integration of the Professional Development Schools method (PDS) in the Jewish and Bedouin sectors, in both elementary and secondary schools. The School for Teacher Education regards the College as a tool for improving preparation and training of educators, for exercising quality control of the educational system in the Negev and for encouraging involvement of students and teachers in school and kindergarten activities.

Description of the Comprehensive Interdisciplinary First Year Study Program

Dr. Batia Reichman, Head of the First Year Interdisciplinary Study Program

The first-year program is a comprehensive interdisciplinary program that offers a new approach to teacher education. The lecturers come from both the Jewish and the Bedouin sectors, and do not represent a particular program or specialization. The program is based on a number of central educational principles: first, that what teaching and teachers have in common, is greater than what is different between them. Therefore the students are exposed to the whole educational system, from kindergarten to high school, in order to understand the needs of the system to better fulfill their roles as teachers. The second principle relates to teachers as a particular kind of professional, for whom it is important to clarify and strengthen his own understanding of the connection between his personal cultural identities and their professional identities



Art is Blossoming in the Negev: The Academic Program in Art

Dr. Rina Shtelman, Head of the Art Education Department

The Program in Art educates its graduates as teachers of art who promote multi-cultural aesthetic concepts, and who act as agents of culture for a variety of artistic perspectives, and who work as active artists themselves. Graduates of the program are educational and creative leaders, who channel personal processes in combination with communal-social processes and needs, joining action and creativity. The program conveys a method of visual development and provides teachers and students alike with a visual language, aesthetic values and the development of a variety of literate approaches. The department is multi-cultural and encourages cooperative work between all the sectors.



The School for Teacher Education (contd.)

The Physical Education Department: Teacher Education in the Modern Age

Ms. Hanna Nagar, Head of the Physical Education Department

Against the background of changes in the concept of education, the profession of physical education has taken on a wider and much more meaningful form. The Physical Education Department has been reinvigorated by the adoption of updated pedagogical approaches that assist in the process of shaping the identity of the student, and by connections with the community, which have been broadened in accordance with the daily reality that characterizes contemporary society. The students return to their communities as social leaders who help bring about communal change.



Program of Teacher Education for Kindergartens: The Best Teachers from whom We Can Learn about Children, are the Children Themselves

Ms. Talia Weinberger, Dr. Esther Vardi, Dr. Hadassa Eilenberg, Dr. Zahava Cohen, Ms. Dina ben Yaish, Dr. Orit Hod Shemer, Dr. Tirza Levin

The Program for Teacher Education for Kindergartens is designed to educate kindergarten teachers, both men and women, in educational institutions, for ages 0-6. These years are critical for shaping the personality and the physical-motor, emotional-social and intellectual development of the child. The program provides students with experiences that help them consolidate a humanistic, multi-cultural worldview that relates to the child in the first years of its life from a holistic perspective. Great emphasis is placed upon the ability of the students to learn from the children about children. The instruction and educational field experience are combined with 21st century teaching methods, such as Project-Based Learning (PBL). In addition, in the kindergartens, the students implement a project focused on "Leaders in the Bible" in cooperation with the Center for Excellence in Leadership Directions. The program brings about an encounter between the children in the kindergarten and exemplary leaders from the Bible.



A Program for Kindergarten Teacher Education in the Bedouin Sector (ages 0-6)

Ms. Eti Bar and Ms. Warda Sa'ada

This is a program of teacher education for kindergarten teachers, for children ages 0-6. The students come from both recognized villages and unrecognized settlements from all over the Negev. The program has two models which allow students to realize their potential and to take in what is learned. The first model is called The Big Sister model. In this model, two students, a second-year student and a third-year student, do practice teaching together in kindergartens on the basis of joint teaching and experience a tutor-tutee relationship. The second model, the Professional Development School model, was implemented in the town of Hura. In this model, the students are exposed to both the micro level (kindergarten) and the macro level (the town's kindergarten system). Students learn to make connections and cultivate cooperation with colleagues in the community. The community of kindergarten teachers in the town becomes a learning-research community.

The School for Teacher Education (contd.)

Elementary School Education Program

Dr. Anat Shiyovitch, Head of the Program

The program for Teacher Education for Elementary Schools sets the goal of integrating the expertise of the 21st century into the future teaching methods of the students. To this end, the students are exposed to different computerized teaching environments, beginning with environments that integrate animated educational video clips, through environments that include a variety of activities and applications, and ending with exposure to the digital book. Another central emphasis has been placed on the manner of documenting the course of practice teaching using the Moodle platform (wikis, personal or public blogs, and task forums).



The Program for Elementary School Teacher Education (Grades 1-6) in the Bedouin Sector

Dr. Saleem Abu Jaber, Head of the Program

The program, which is taught in Arabic and in Hebrew, imparts practical educational skills and deals with educational issues in elementary school and in its surrounding community. Practice teaching is carried out in Bedouin village schools in the southern district in accordance with the PDS (Professional Development School) model. Practice teaching exposes the students to all aspects of educational work, emphasizes educational leadership and 21st century teaching skills.

During the academic year, the Teacher Education Program ran intensive study days and developed a fruitful cooperation with Alkasami College. The activities were supervised throughout the year by the Evaluation Unit of the college.



The Junior High School Education Program

Dr. Inessa Roe-Portiansky, Head of the Junior High School Education Program

The Junior High School Education Program includes both Jewish and Bedouin students from eight departments: Mathematics, English, Science, Informal Education, Literature, Bible Studies, Hebrew and Arabic Language Departments.

The teachers believe in the necessity of integrating the theoretical knowledge of our students into the discipline of teaching. Our teacher-educators apply Project-Based- Learning (PBL) in their courses and also involve student-teachers in innovative teaching methods within the schools via PBL.

Both the students and the teachers of the Junior High School Education Program consider it to be their mission to narrow the educational gaps and to build a community of leaders in education in the southern region.



Shachaf Celebrates its 10th Anniversary



*Dr. Smadar Tuval,
Head of the Shachaf Program*

Shachaf (ACE- Active Collaborative Education), a teacher education program for university graduates offering teaching certificates for preschool - and special education, is a multicultural learning environment for a very heterogeneous group of students: immigrants and Israeli-born; secular and religious; Jews, Bedouins, Arabs and others. The two-year program includes about 120 students and thirteen staff members who also come from diverse disciplines and backgrounds.

The program set out on its educational journey about ten years ago when the college gave us the mandate to develop a new teacher education program. At the time, graduates of the college were enthusiastically accepted in the field, smoothly integrating into the school system and highly appreciated as 'good teachers'. We, however, were disappointed. We wanted to see our graduates as different teachers, agents of change and innovation in their classrooms as well as in the wider circles of their society. It is on this background that the ACE program came into being - subversive in spirit, focusing on the process as much as on its end results, on dialogue instead of on competitive excellence, and on learning communities and participation as much as on individual achievements.

The program offers a learning environment, a set of intertwined workshops, most of them co-taught by members of the same group of educators. Learning within these environments is based upon participation in a community of practice through sharing of ideas and experiences, reflection on practice, critical thinking and self-study of questions and dilemmas that emerge throughout this learning process. The unique environments offer the students diverse learning experiences. The *Learning Community* (LC) in which all ACE students and staff take part, for example, is a Project/Problem-based learning environment in which the students inquire into different aspects of the Israeli society.

The multicultural and multidimensional dialogue allows the participants to experience the meaning of being a part of a diverse community of learners and to develop their professional ways of action within it. Becoming a teacher in this respect is a process in which the personal and the professional experiences interplay, and practical ways of being are told, retold and developed.

We received this e-mail letter from Sana Samir Shibly, a graduate of the program, four years in the field already. This is how she feels about her education at ACE:

I just wanted to thank you for your ACE program. At first, I did not recognize the professional value of it! But after four years of working in education I know exactly what I learnt and what you gave me. You taught me to think in a different way, to think in my own way, to know how to develop a professional dialogue with a child, a parent, another teacher, a principal or any other persona, not to take things for granted, and all this thanks to the workshops and the situations you have made us experience.

I always asked you for an answer, a solution, but I am very thankful to you now, for letting me cope and solve things on my own. I feel different from the professional perspective.

Shachaf Celebrates its 10th Anniversary (contd.)

As a team of teacher educators, participating in this learning process, we were 'forced' to become a knowledge generating community. Ever since, the program is being continuously reconstructed and studied by its team, also a heterogeneous group, whose diversity is expressed in a variety of dimensions. Our collaboration as teacher educators developed also into collaborative self-studies of our practice. A major milestone in our professional learning as a group was the writing and publication of our book, *Active Collaborative Education (ACE): A Story of Teacher Education* (Barak & Gidron, 2009).

Recently we decided, for the first time, to go back to our personal professional stories, share them within the group, and turn them into collective research data. Initial report of this study was presented at the Castle Conference last summer.

When we listen to our graduates who have been in the field of education for some years, it seems that the ACE language is part of the way they think, talk and teach. This is what Zehavit, a graduate, wrote for the 10th anniversary of ACE:

Gathered in this hall this evening is a group of people who were ready to get out of their paved way - some of us were already on a different professional route - and chose to make a change in their lives and become teachers and educators.

One of the most beautiful things about being part of the teaching profession is that each day we learn new things. My pupils teach me each and every day something about the art of giving, about love, about coping, and last but not least, about satisfaction. All these topics are not formally taught at the college, neither are they included in the core curriculum of the Ministry of Education.

Nevertheless, it is our duty to study those well, even though there are no final grades at the end. We owe this knowledge to each and every one of our pupils. The foundations for this knowledge were laid here at ACE, emerging from every course, workshop, circle of talk or incidental meetings in the corridor.



Shachaf Celebrates its 10th anniversary

I want to thank personally each of the ACE team who accompanied us through the program and helped us develop and strengthen our wings so that we can fly beyond and above our horizon.

All that is left for us to do is to go out there and teach others to do the same.



Shvillim and The Haan: Together on the Road to Education



*Dr. Gila Katsir,
College Rector*

In the coming year, Kaye Academic College of Education, together with the Institute for Democratic Education and The Karev Foundation, will open the National Academy for Democratic Social Education.

Shvillim will offer an academic teacher education program and the *Haan* will be an academic home and study center for educators and educational organizations in the south, for both Jewish and Arab populations.

The heart of this nationwide center is *Shvillim*, a program leading to a B.Ed. degree in Informal Education, with an emphasis on youth and community, in the spirit of democratic education and geography with an emphasis on environmental sciences.

The *Haan* will offer an array of courses for teachers working in schools, educators in informal education, dormitory counselors, and young people doing a year of National Service after high school and others. Some of the courses will qualify for academic credit for continuing education in the future.

The modular structure of studies will enable students from all over the country to work during their academic studies. The innovative structure of study and accredited workshops are based on an integration of practice and theory. The program will offer several options for learning tailored to the needs of each student: a. intensive weeks of study, b. studies one day a week and c. Fridays (approximately five Fridays constitute one intensive course or combined studies, modes a and b).

All the courses will include preliminary distance-learning prior to-face to face study, meetings and distance-learning afterwards to continue processing the knowledge gained. Some of the intensive weeks and courses in clusters will be based on Project-Based Learning (PBL) pedagogy. Every student will have a personal tutor throughout the teacher education program.



Students at the workshop

Keynote Address by Prof. Lea Kozminsky at the ATEE International Conference

*Dr. Riva Levenchuk,
Head of International Relations Department*



Prof. Lea Kozminsky, Keynote speaker

with the elements of teachers' professional identity and may lead to a sense of crisis for them. In her lecture, Prof. Kozminsky sketched an outline for "dialogical oriented research," that would be conducted between educators themselves, and policy makers. The dialogue oriented framework would facilitate a renewed examination of the tensions between proposals for reform and the elements of professional identity, in an effort to create congruence and effective cooperation.

The International Conference of the Association for Teacher Education in Europe (ATEE) took place at the University of Latvia on 24-29 August 2011. Hundreds of teacher educators from thirty eight different countries in Europe, Asia, Africa, North America and South America participated in the conference.

Prof. Lea Kozminsky, President of the Kaye Academic College of Education in Beer Sheva, was invited by the heads of the ATEE to give the opening Keynote Address at the conference. Her address was focused on the professional identity of teachers and teacher educators in an age of changes and reforms, and was based on findings from joint research undertaken with the MOFET Institute.

Professional identity is a dynamic and developing entity that constitutes a response to the question, 'Who or what am I as a Professional Person?' In an age of changes, tensions arise among the elements of professional identity and changing trends. The suggestions of policy makers and reformers are liable to conflict



Prof. Lea Kozminsky with conference participants from England, the USA and the Mofet Institute, Israel

Here are a few responses which have been received:

Lea Kozminsky's keynote address was an insightful analysis of a changing reality for teachers, a reality defined by policies that disrupt the professional identity of teachers and affect their commitment to teaching. Her work sheds new light on this identity crises and offers us strategies for helping teachers cope with change.

Prof. James L. Alouf, PhD, Director of Graduate Education,
Sweet Briar College, Sweet Briar, Virginia, USA
President, Association of Teacher Educators (USA)



Keynote Address by Prof. Lea Kozminsky at the ATEE International Conference (contd.)



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I EN CIÈNCIES DE CATALUNYA

Al servei de la professió docent

Dear Lea,

I had a great pleasure to introduce you at the occasion of your opening key note lecture *“Professional Identity of Teachers and Teacher Educators in a Changing Reality”* at the 36th Annual Conference of the Association of Teacher Education in Europe (ATEE) that took place at the Riga University in August 2011. Your key note was a perfect answer to the main theme of the Conference:

What is the dynamic of the professional identity through stages of the life-cycle from the first year student through to experienced teacher? What are the essential qualitative changes at each stage that should underpin the best ways of support by educators and mentors? As past president of the ATEE I was very impressed by your presentation which focused on the relations between the processes of constructing professional identity in teaching and the processes that characterize a changing reality, in an era of crisis and educational changes. It was very well structured, enlightening and informative. You gave a very timely look of how teacher education institutions and schools are continuously challenged by reforms and educational changes which are aimed at improving teaching quality and at elevating the social status of the teaching profession.

Thank you for sharing with us your expertise and research findings, for giving us a wonderful opportunity to get acquainted with the research network at the MOFET Institute and Kaye Academic College of Education, the ongoing activities and think together towards the re-construction of their professional identity as you have mentioned in your inspiring presentation. Those who had the privilege of listening to your lecture, found much of value in the information which you imparted, and were enthusiastic about the new vistas which you opened before them.

As an expert working for DG Research at the European Commission, and as a representative of the Ministry of Education of Catalonia (Spain) at this conference, I hope that in the future we will have the opportunity of collaborating with you on various areas of interest and eventually of publishing the results of our mutual research.

Dr. Mireia Montané

Directora

Centre de Programes Educatius Internacionals

Col·legi de Doctors i Llicenciats en Filosofia i Lletres i Ciències de Catalunya

Rambla Catalunya, Barcelona

Keynote Address by Prof. Lea Kozminsky at the ATEE International Conference (contd.)



The Academic Committee of the Association for Teacher Education in Europe and of the 36th Annual Conference:



"Teachers' Life-Cycle from Initial Teacher Education to Experienced Professional"

warmly thanks Prof. Lea Kozminsky for her active participation at the conference and a high quality opening key-note address: *"Professional Identity of Teachers and Teacher Educators in a Changing Reality"*, and her great contribution to the success of the conference.

The Academic Committee wishes Prof. Lea Kozminsky success in her future academic endeavours and in her leadership as Kaye College President.

Prof. Irēna Žogla, Chair of the Academic Committee of the ATEE 36th Annual Conference

Feedback from the ATEE President:

Prof. Lea Kozminsky was invited to be a keynote speaker during 36th annual ATEE conference in Riga this year. She discussed the factors that contribute to the construction of professional identity of teachers from various aspects. Her keynote was very much appreciated by the participants as she discussed some issues related to teachers and their professionalism that are often overlooked. I would like to express my personal gratitude and admiration to prof. Kozminsky and I wish her every success in her further professional career.

Dr. Justina Erčulj, ATEE President, Slovenia



(LTR) Dr. Núria Battle, Co-Chair of RDC (Research and Development Center) in ATEE, Dr. Mireia Montané, Director of the Center of International Education Programs, Chair of RDC, from Barcelona, Prof. Lea Kozminsky, College President, Dr. Riva Levenchuk, Head of International Relations Dept., and Prof. James L. Alouf, President of the ATE in the USA



Technological Innovations at Kaye College



*Merav Asaf,
Head of the Center for Educational
Technology Initiatives (CETI)*

Living a successful life in the 21st century requires mastery of several competencies. These include information, media and technological skills and self-management skills for lifelong learning; higher order critical and thinking skills and for problem solving and inter-relational skills for teamwork and networking.

Many of the competencies introduced above do not necessarily require the use of Information and Communication Technology (ICT); nevertheless, there are various computerized tools which enable and promote collaborative, reflective and information skills. These include personal and collaborative writing platforms, various databases, production and analytical tools. In order to merge ICT use with 21st learning, the Center for Educational Technology Initiatives at Kaye College (CETI) is conducting several interventions. Such activities consist of technological support for lecturers who practice innovative teaching such as Project Based Learning (PBL), peer to peer technological-pedagogical mentoring to teachers willing to expand their teaching practices, assistance in planning teaching units to students in their practice teaching and workshops of both 21st pedagogy skills and technologies for lecturers, students, school teachers and school principals.

Consequently, we have found that the vast majority of lecturers use Moodle (Kaye's Learning Management System) for their courses and an increasing number of lecturers use Web2.0 tools such as forums, blogs, wikis, Google Docs, YouTube channels and collaborative databases. In addition, requests for support have considerably changed during the course of this year. The majority of lecturers are now seeking assistance in

introducing 21st century skills within technology rich environments such as PBL and inquiry activities. The CETI at Kaye is hoping that the college will become a cutting-edge institution for innovative pedagogy modeling, 21st century teaching skills and learning for students and educators in the surrounding community.



Reflections on Project Based Learning



Dr. Batia Reichman, Head of the 1st Year Interdisciplinary Study Program

The 1st year program is a comprehensive and interdisciplinary one, designed to prepare college students to work in education. It offers a new approach to teacher education at Kaye Academic College of Education. The program reaches beyond the traditional framework of teacher education in the College. It is designed for all the 1st year students who study in Junior High School Education, Art and Physical Education, in both Jewish and Arab population sectors. It constitutes a new organizational framework for students and teachers. Beginning from the 2012 academic year, the course "Education in View of the Field," in the 2nd semester, is taught using the innovative pedagogical method, called *Project Based Learning*. In this framework, study topics learned in the 1st semester are discussed anew and adapted to this new learning method.



Dr. Marcel Frailich, Lecturer and Member of the CETI team

Lecturers at the College were asked to reflect on their experiences using the PBL method in their teaching. The following questions were asked:

How has PBL changed your way of teaching?

"PBL helped me to change from being a teacher who masters contents and transmits them to students, to being a teacher who facilitates and advises students in learning based on different projects. PBL contributes to careful planning of the study process and enables alternative evaluation-methods (instead of written examinations). In addition, more communication with the students in the course of instruction and study takes place.

"How did this change contribute to your teaching?"

"These changes have enriched and broadened my knowledge in various areas, and I have learned new subjects together with the students. I enjoy seeing my students engaged in an active learning process that is meaningful to them. Nowadays, there is much knowledge accessible everywhere at any time, therefore the emphasis in teaching needs to move from transmission of knowledge to active and independent learning, with an intelligent use of the existing knowledge."



Reflections on Project Based Learning (contd.)



Rakefet Shachar, Lecturer

The group project taught by Haya Sharoni and myself, focused on the degree of accessibility in the city of Beer Sheva for people with special needs. The students researched the current situation regarding physical and employment accessibility. They toured public buildings and places of entertainment, interviewed people, observed, documented, and became familiar with a world they had not known before. The result was a booklet with documentation and recommendations, which has been submitted to the municipality in order to promote the issue. The introduction to Project Based Learning turned out to be a favorable way for me to learn and teach – to go down a path without knowing exactly where I will end up, to experience moments of difficulty, because true learning situations (rather than sterile ones), cause one to learn from communal experience, turning one into a student and a teacher simultaneously. More than that, I had the opportunity to experience what every educator wishes for himself– to experience learning that brings the mind to want to know more, the heart to be more empathic and the hands to act, because none of us can be indifferent when we meet people with special needs who struggle to obtain, what for us is taken for granted.



Dr. Amal Abu Saad, First-Year Program Lecturer

From a personal perspective, this method enables me to know the different abilities of the students, such as independent learning, learning in a controlled group searching for information, using the skills and expertise of the 21st century, learning the difference between what is of primary importance and what is secondary, etc. Something else that I got used to was giving more time to students to do research themselves and to learn on their own. The investigating of a certain subject, doing research outside the classroom and meeting with people with expertise, represents a different way of learning and an unforgettable pleasure, for both the students and the teacher. The process is challenging, interesting and enjoyable, though very tiring, especially at the end, when the time comes to prepare a final product. I am very much in favor of using PBL in my teaching. I believe that change and innovation in teaching are important; they strengthen us to continue moving forward.

Reflections on Project Based Learning (contd.)



Dr. Inessa Portiansky- Roe, Head of the Junior High School Program

It has been a year since I realized that PBL is my new challenge. I understood that that this is the way I prefer to teach from now on. This is a way I can revive my creativity, rethink my teaching styles and develop learning styles of my students. I will never be able to teach in a traditional, frontal way anymore. I understood that I needed to “surrender” and hand over control to my students. I kept telling myself, that letting students make mistakes, is a learning opportunity. But at the same time, I saw the course as “my” course and “I” was not going to let any mistakes occur. I had to learn to regard the course as “our” course (the students’ and mine) in which “they” (the students) will learn from mistakes. I’m here to facilitate and help when needed. I repeated this idea to myself again and again – it became my mantra.



Dr. Amnon Glassner, Head of the Education Studies and Head of Informal Education Program

Using the PBL method causes me to perpetually rethink the role of a significant teacher. PBL gives me an opportunity to learn to implement my ideas about the optimum teacher’s role in the 21st century. Through this experience I fulfill my role as a learning environment designer who enables the students to benefit from a powerful learning process that develops their self determination abilities and promotes their passion for learning.



Dr. Inna Smirnov, Head of the E.A.P. and the English Department

In PBL the most difficult part for me was to distance myself from the familiar, traditional, didactic, mostly-lecture-based methodology and to enter an unknown and uncertain territory, where students play an active part in shaping the course: creative thinking, collaboration, group interaction, mutual responsibility for the learning process, enhancement of intrinsic motivation and passion for learning are definitely among the advantages of PBL for students.

After ‘tasting’ the success of PBL this year, I will continue with the method in my future courses.



The First Conference Apply thy Heart to Understanding Research Circles in Kaye College



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

The main objective of the Research Department is the empowerment of the college as an inquiry- based learning and knowledge building organization. Last year, as a part of this agenda, the department organized the first conference “Apply thy heart to understanding – research circles in Kaye College of Education.” The conference revealed the scope and breadth of research activity taking place at the college. It was a platform for researchers and their partners in the college and at other educational institutions for sharing research findings and developing professional

contacts between faculty members who are interested in collaborative research.

The conference was designed for a wide audience: college faculty and students, faculty members of other teacher training institutions, educators in schools and the Ministry of Education, corporations and communities of people involved in education and teacher education. The conference was attended by more than 150 people, of whom approximately fifty participants are pre-service teachers of the college. The conference included forty-one presentations (short lectures, symposiums, round tables and workshops) of sixty six faculty members and their colleagues, who covered a wide range of research areas: education, pedagogy, teacher education, psychology, sociology, criminology, literature, history, philosophy, management, etc.



The keynote lecture “Professional learning through practice: complementary, competing and emerging discourse”, presented by Professor Lily Orland-Barak, Head of the Department of Learning, Teaching and Teacher Education at the University of Haifa, concerned current issues in teacher education, such as the encounter between theory and practice in the professional development of student teachers and teacher educators. The lecture focused on the early stages of entering the teaching profession, in comparison to similar processes in other professions such as medicine, psychiatry and social work.

At the conference

The First Conference Apply thy Heart to Understanding Research Circles in Kaye College (contd.)

Two sessions of the conference were devoted to thinking about ideas for collaborative research and led to the formation of two research groups. The first deals with project-based learning, and the other is interested in exploring the role of the college in Bedouin women's social empowerment.

A book of abstracts and information about the conference was uploaded to the college's web site. The general atmosphere of the conference was reflected in the feedback of participants: "I felt as if I was at a professional festival. This was an opportunity to tell about my work and to hear about what my colleagues were doing. The conference received warm feedback in the college and even beyond it. "The presentations' formats were diverse: lectures and round table discussions which dealt with studies at different stages of the process and contributed to the maximum exposure for research and areas of expertise of faculty members. In addition, discussion roundtables allowed the researchers to share with their counterparts dilemmas, get feedback and advice that may promote their work. "

The conference contributed to the empowerment of research in professional development of teacher educators and student teachers, revealed the range of studies conducted at the college and promoted collaboration between researchers.

Given the success of the first conference, it was decided to hold the second conference next year on March 20, 2013.



Guest lecturer Professor Lily Orland-Barak



Listening to Student Voices in Implementing Innovations at the College



*Dr. Vered Yeflach-Wishkerman,
Excellence Program Coordinator*

The Excellence Program at the college aims at promoting the individual and professional development of outstanding students through a unique curriculum. The program's objective is to encourage the students to tap into their inherent potential and develop it.

During the program, processes of building a student's knowledge and self-reflection are developed. The students participate in workshops, excursions, lectures and meetings with program graduates. Within the framework of the enrichment workshops, innovative approaches in education and exposure to diverse learning-teaching methods are emphasized. One of the program's

characteristics involves fostering aspiration towards excellence, thus serving as a model that they will adopt as teachers for their students, as well as in involving the students in the study experience and training them as full partners in decision-making and taking responsibility.

One major course that was held this year was "Project Based learning (PBL). In PBL, students go through an extended process of inquiry in response to a question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills. The objective of the course is to teach the students the pedagogy and importance of PBL, including the process of reflection and evaluation.

Nili, 3rd year student: "Using the PBL method will cause a real change in the college, more action and contribution to society and less frontal lessons. The excellence group combines this method in the curriculum. PBL gives the possibility to each of the students to be excellent in learning and challenges us in a different way."

Shani, 2nd year student: "For me, PBL is the ideal way of learning. Team work encourages creativity and that makes the final product very interesting. Also, the main issue is the freedom and independence given to us, the students, which makes this way of learning very unique."

Shanhav 3rd year student: "Through PBL, I have increased my knowledge in the subject matter that I chose (Jewish holidays). I learned how to do the project and in the end, how to evaluate it."

The Excellence Program works together with the Israel Antiquities Authority. We developed an empowerment program which integrates educational values in the field of archeology in southern Israel. The objective of this initiative is to bring students from the college closer to the city of Beer Sheva and its past culture, exposing them to the city's ancient ruins with a look to the future. The diverse activities are carried out with the guidance of archeologists from the Israel Antiquities Authority. The program includes lectures and excursions which enrich and expand the students' knowledge of cultures of peoples from ancient times and develop an affinity to cultural heritage and the environment. In addition, the students will be guided in preparing programs outside the classroom, with an emphasis on the "Site C" antiquities site, which is defined as ancient Beer Sheva, and which has international importance in terms of researching the past. The site is not well maintained and has become neglected. Within the framework of exposing the students to the archeological site, we want them to impact a change and help in marketing and developing the site for the benefit of the community and the education system in Beer Sheva. The students started a dialogue with interested individuals with the objective of raising funds and reaching fundamental agreements to operate the site. With the Antiquities Authority, the students organized a fun day in the college, "Health in Ancient Times". Taking responsibility for the process empowers the students and gives them a unique experience, feeling of belonging to the college and to Beer Sheva and its unique culture. A graduate completing the Excellence Program has a unique perception of the teacher's role in a multidimensional fashion: as an educator, a tutor and as a leader.

The Status of Women in Arab and Bedouin Societies



*Dr. Saleem Abu Faber,
Head of the Elementary School Education Department*

Kaye College organized a special study day dedicated to the status of women in Arab society in Israel. The conference was arranged in cooperation with Al-Qasemi Academic College of Education, and it brought to light the gap between the ideal and the reality in this area. Community leaders and teacher educators called for narrowing of the gap between men and women and for the advancement of Arab women in Israel in every area of life, to the extent that life in Israel permits this.

Recent research has noted changes in the status of women in Arab and Bedouin society, despite the fact that there is much room for improvement. A day-long conference was held at Kaye College dedicated to this issue. The study day was organized in cooperation with the Elementary School Education Department in Al-Qasemi Academic College of Education, and was characterized by the full cooperation of the lecturers, the pedagogical advisors and the students of both colleges. The three main lectures of the study day were given by leading women educators – Prof. Chula Abu Baqar, the principal of the Nass Center for Gender and Society Research in Al-Qasemi College, Ms. Warda Sa'adah, a pedagogical advisor in Kaye College, and Dr. Fayda Abu Moch, Al-Qasemi College.

Prof. Abu Baqar presented four essential aspects through which it is possible to evaluate the position of women: education, occupation, number of children per woman, and going out to work for a salary. In order to bring about change and an improvement in the current situation, it is necessary to strongly emphasize education for equality between the sexes and in everyday behavior. Ms. Sa'adah opened her lecture with the claim that there has been an increase in the presence of women in administrative positions (i.e., management) in education during the last decade. Yet there still exists a tremendous gap between their presence in administrative positions and their representation on teaching staffs. Dr. Abu Moch claimed that the manner of women's representation in the curriculum in the high schools in the Arab sector has had a negative influence on the image of young women.



At the study day



The First English Department Students Conference



*Dr. Inna Oknin-Smirnov,
Head of the English Department*

As an end of the year activity, the English Department organized the first students' conference. This conference provided an opportunity to take a look at what is being taught in the courses in the department, the creative ideas of the colleagues and the out-of-sight talents of our students. The topics of the presentations varied dramatically: from The Beatles, where the students 'became' members of this unique band, to the research on The Effects of Music on Teaching in the EFL Classroom, to Multicultural Aspects of Linguistics, Language Policy Towards Minority Groups and Various Strategies of Interaction to Poetry Recital and the FUNology Lab-

experimenting with chemistry to teach grammar.

Mr. Leo Selivan, senior teacher trainer from the British Council, ran a workshop "What the Dickens!?" to commemorate the bicentennial of one of the most influential British authors, Charles Dickens. The workshop explored materials to make Dickens' life and work accessible to 21st century language learners.

The conference was a great opportunity for the English Department to bring everyone's talents to the surface and to build a unique learning community where we learn from each other and share experiences and knowledge.

FUNology Lab session

"Why was our conference such a valuable experience? Because it was highly motivating, it was a break from the daily routine, it activated all students, it accommodated different learning styles, it integrated other subjects, it increased the students' linguistic self-confidence, it promoted "thinking outside the box", it united the staff and it was fun!!!"

Shifra Slonim, Lecturer in the English Department

Our sincere thanks to the British Council for its warm support of Kaye College



English Department students engaged in an activity during the conference

The Language Proficiency Support Center (LPS)



*Dr. Edith Sher,
Head of the Center*

During the Renaissance, humanists believed that language could “build a new person.” We at the Language Proficiency Support (LPS) agree. The concept of the LPS (Language Proficiency Support) center is to bring together seven different “expert desks” under one roof; each desk focusing on one aspect of language and providing assistance in three languages: Hebrew, Arabic and English. The seven desks, each headed by faculty experts, are: searching for sources of information, academic reading skills, academic writing, preparation of presentations, translation, editing, and oral expression. A number of students, guided by the faculty, will assist. The center will offer

assistance to the student during their entire program of studies at the college.

Many of the college’s students were born in Israel, their mother tongue being Hebrew or Arabic, while others immigrated to Israel from other parts of the world and have a different mother tongue. All have come to the college to acquire academic knowledge and to become teachers upon completion of their studies. Most of the graduates work in the education system in the south in and around their place of residence. The LPS center will assist these students with their language skill needs. It will also provide educational frameworks for the college’s academic learning culture. The idea of establishing this center came about this year with the enthusiastic support of Professor Lea Kozminsky, the college President.

Today, the LPS center provides language and pedagogical expertise in Hebrew, Arabic and English that include three language desks: academic writing, translation, and oral expression. Jewish and Bedouin staff members work together in a friendly and professional atmosphere. In addition to the language and academic assistance students receive, they will also be exposed to different cultures, different languages and their importance and to various teaching methods that empower and produce academic knowledge.

We believe that such academic-educational activities are beneficial for the students, their future pupils and the college. The Language Proficiency Support Center’s gates are also open to other learning communities: academic institutions, high schools, and elementary schools.



Dr. Edith Sher gives guidance to the students at the center



Musical Dialogue

An initiative for the Promotion of Jewish-Bedouin Co-Existence

Hanna Blau,
Director and Conductor of the Rikmah Choir

Kaye Academic College of Education started an initiative for Jewish and Bedouin students called Rikmah (Embroidery), which is a choir of young women from different cultural backgrounds, who sing in a variety of styles. The unique element of this group is creating awareness of the importance to bridge between cultures, which will hopefully be carried on by the participants when teaching in their schools. The project is directed by a Bedouin music teacher, Nassim Khalaf and his Jewish colleague, Hanna Blau. The material for the choir performances is chosen jointly and expresses a sense of multiculturalism and the desire for co-existence.



Representatives of The Peres Center for Peace visit the Rikmah choir

Goals of the Initiative:

- To create a verbal and non-verbal dialogue through patterns of music in song.
- To cultivate openness towards different types of music.
- To expose the potential hidden in simple song as a multicultural reservoir.
- To convey explicit and implicit messages that are found in verbal and musical texts and through them, convey values such as, openness, tolerance, attentive listening, acceptance, discussion, discipline, perseverance, etc.
- To present music as a universal language that combines Arabic and Jewish-Israeli melodies.
- To create tools of expression for all the singers (e.g. diction, breathing) on the one hand, and to build a new mosaic of sound in which the differences of the various elements will come to expression, on the other hand.

Singing in the chorus inevitably involves reciprocity and cooperation. By the unifying power of singing to blur the gaps that exist in a multicultural society and to strengthen the elements that members have in common, this initiative will



Mr. Nassim Khalaf at the choir rehearsal

inspire peace and optimism and instill faith and confidence in the personal ability of each of the participants. The choir members learn to accept and appreciate the cultural elements of each individual, through the rich and unique embroidery of their voices. The choir numbers fifteen Jewish - and fifteen Bedouin students. As the choir becomes more professional, it will perform in different communities throughout the Negev and the country.

Greetings from York St John University



Prof. Pauline Kollontai, Deputy Dean, Faculty of Education and Theology, York St John University, York, UK

I was delighted to be invited to visit Kaye Academic College of Education in January 2012. My hosts, Prof. Lea Kozminsky and Dr Riva Levenchuk, organised a superb programme of visits and activities, including a visit to a Bedouin school and the National Teachers' Centre for the Study of Judaism, the Humanities and Society in Bet Yatziv. I met with very talented and creative academics strongly committed to empowering their students intellectually, emotionally and socially for them to become educational leaders in their communities. The range of programmes at Kaye needs to be applauded for many things, but in particular, for the way in which the pedagogies are used

and the way in which the curriculum emphasises multiculturalism providing a 'relevant education for all cultures'.

The purpose of my visit was to further explore the types of collaboration which could be undertaken between our institutions. Some initial ideas had been shared during Prof. Lea Kozminsky's visit to York St John University in spring 2011. This included exploring collaborative research with colleagues from both institutions. For example, one area has been to explore the writing of a book on the value-driven use of information and technology in education and another is creating a joint project on the contribution of inquiry-based/project-based learning to teacher education. During my visit to Kaye College I spoke with Dr. Judith Barak and Ms. Merav Assaf about these two initiatives and possible ways to take this forward. I also met with Dr. Ruth Mansur who told me about the programme running at Kaye College for military retirees training to be teachers. My Faculty at York St. John are in the initial stages of designing a similar programme, so talking with Dr. Mansur was valuable in many ways. Speaking with Ms. Miriam Schildkraut about education in a multicultural society gave me insights into the work at Kaye College on the various aspects of multiculturalism in the sphere of education. I learned from Ms. Carla Nochomovitz about an unusual and very creative course which teaches how to use drama in the EFL context as a bridge to conflict resolution. I spent a very informative time with Dr. Saleem Abu Jaber and Dr. Ahmad Atawneh learning about the education of Bedouin teachers in the Negev and the role which Kaye College plays in this through its Bedouin Department for teacher education.

From my visit some new initiatives are underway. First, from discussions with Dr. Oded Avissar, Director of Bet-Yatziv and his team, we are planning to hold a symposium in Beer Sheva in early 2013 around the issue of multiculturalism, social and cultural identities and recognizing the "others." The symposium will bring together colleagues from Bet-Yatziv who have expertise on this issue, particularly drawing on their own context, and four colleagues from the fields of education, theology and religious studies at York St. John University who have been working on these issues within the UK. We aim to use this symposium to look at setting up some joint research and publications. Second, a number of colleagues from Kaye College will be helping to promote the values of peace-building and reconciliation by presenting various aspects of their work at the 4th International Conference on Peace and Reconciliation, being held in Jerusalem, which I and other colleagues from The Theology and Religious Studies Section at York St John University are



Greetings from York St John University (contd.)

organising in collaboration with the Department of East Asian Studies at the Hebrew University of Jerusalem. Third, an invitation has been given to colleagues at Bet Yatziv to write an article for a special edition of *The International Journal of Public Theology* published by BRILL and hosted at YSJU with Prof. Sebastian Kim as Editor-in-Chief. This Journal provides an important forum for the dissemination of research amongst scholars and practitioners. Issues to date of IJPT have been located within the context of Christianity worldwide both in terms of the content and authors of articles. This special edition, to be published in Spring 2013 will provide the opportunity for Jewish scholars to contribute to this growing area of research. Fourth, after talking with Prof. Lea Kozminsky, President of Kaye College, we hope to offer the opportunity, initially for YSJU teacher training students, to undertake one of their school placements in Beer Sheva through Kaye College, with the possibility of exploring this opportunity for Kaye College students to do this at YSJU.

We look forward to having a long and fruitful working relationship with colleagues at Kaye College and believe that cooperation between our institutions will be of mutual interest and benefit both to our staff and students. Finally, many thanks once again to Prof. Lea Kozminsky and her colleagues for their warm welcome and for giving me the opportunity to learn about their challenging, creative and very important work.



Prof. Pauline Kollontai with College Faculty members

Warm Greetings to Prof. Dr. hab. Jan Łaszczyk and the Academy of Special Education in Warsaw



*Prof. Dr. hab. Jan Łaszczyk, Rector
The Maria Grzegorzewska Academy of Special Education
Warsaw, Poland*

Szanowny Panie Rektorze,
Składamy serdeczne gratulacje z okazji reelekcji na stanowisko Rektora Akademii Pedagogiki Specjalnej im. M. Grzegorzewskiej w 90 rocznicę jej powstania.
Życzymy dalszych sukcesów w podejmowanych przedsięwzięciach
Liczymy na kolejne lata udanej współpracy z Panem Rektorem i Waszą Szacowną Instytucją.

Dear Prof. Dr. Jan Laszczyk,
Our congratulations on your reelection as Rector of The Maria Grzegorzewska Academy of Special Education and on its 90th anniversary.
We wish you continued success in all your endeavors, and look forward to warm cooperation with you and your respected institution in the years to come.

Prof. Lea Kozminsky,
President of Kaye Academic College of Education
Beer Sheva, Israel



Walk on the Human Side



Israel Rabinovitz,
Lecturer and Curator, Art Education Department

"And God created mankind in his own image, in the image of God he created them; male and female he created them". (Genesis 1:27)

For the last ten years, I have created and presented a variety of ceremonies for the Holocaust Memorial Day at Kaye Academic College of Education together with Dr. Hadassa Eilenberg. Through these ceremonies, we try to raise awareness in our society about the Holocaust and so, to implement humanistic educational practices.

In the framework of collaboration between the Academy of Special Education in Warsaw and Kaye Academic College of Education in Beer Sheva, I was invited to conduct a workshop in the Academy in January, 2012. I was asked to plan this workshop on the subject of how to commemorate the Holocaust and its affects, affects which are still felt to this day. "Walk on the Human Side", an interactive and inspirational workshop held at the artistic institute of the Maria Grzegorzewska Academy of Special Education, consisted of five days of intensive work that focused on values and human behavior through experimental and experiential activity. It offered a rich variety of sessions and activities that combined academic studies with experimental activities in theater, movement, dance, sound, plastic art and more. The workshop used an innovative approach to the subject that differed from what participants were familiar with. The mix of poetry and literature study was followed by discussions and improvisational activities that were meant to reveal the body's versatility. Theatrical possibilities were translated into movement and performance. As a result of the workshop, very deep and emotional relations were created, which imbued participants with a strong desire to continue and deepen the contacts made.

Janusz Korczak's personal world view and the educational theory derived from it draw their inspiration from



Mr. Israel Rabinovitz at work with a group at the Academy of Special Education, Warsaw

Walk on the Human Side (contd.)

his own life experience, personal and social.

“Walk on the Human Side” followed in Janusz Korczak’s footsteps. When I created the workshop, I did not realize that I was actually implementing his philosophy of education. I was concentrated on how I would give the students the opportunity and the abilities to encounter themselves and their friends on human and emotional levels.

The participants in “Walk on the Human Side” were students of the Special Education Department. Their approach is to treat all people equally, as human beings created in the image of God, who grow and develop according to their own rhythms and abilities. This approach parallels Janusz Korczak’s, who related to the child as a whole human being, who grows and develops all the time and who is worthy of respect at any stage of his young and more mature life.

In the workshop, participants discovered the way to develop and nurture their own abilities as a way to deal with their own pupils and patients in a most humane and compassionate way. It provided the students with a unique opportunity to discover themselves and to interact with peers. This process of discovery helped them to gain a deeper understanding of themselves, their personal goals and aspirations in life as well as to examine personal values, conduct, and social interaction at every step in their journey of life.

From the educational point of view, “Walk on the Human Side” led the participants to believe that the future was in their own hands and to prepare them to realize any vision or goal that they desired while creating their own personal educational vision. That vision is to educate those in their immediate surroundings and the younger generation by training them to establish a better world based on human values, a world of attentiveness, tolerance and compassion that honors the love that exists in it! Becoming exemplary through your own doing is one of the most valuable qualities .

“Where there is no humanity – strive to be a human being” Rabbi Hillel – (Pirkei Avot 2:6)

Israel Rabinovitz is a graduate of Bezalel Academy of Art and Design, Jerusalem and Brera Academy, Milano, Italy. He participated in numerous solo - and group shows in Israel and abroad, including national galleries and museums.

From a letter written by Joanna Stasiak to Prof. Lea Kozminsky:

“The workshop became a new creative experience of work in our institute. The artist presented a new and original way of working that tapped into students’ sensitivity, understanding, attitudes, and sense of urgency. It included a range of activities based on interaction, bodywork, movement, literature, discussion, outdoor work in urban spaces, Shadow Theater and performance. It not only focused on the areas of cognition and self-cognition, experience and values, but it also explored communication, cooperation and co-creation. A major part of the workshop was the process of building experience, the end of it was a construction of a common performance, based on the participants’ experience.”

The workshop dealt with “interpersonal relations, shared values and common experience. This truly humanistic, sensitive attitude is remarkable and worth developing and spreading.”

Joanna Stasiak, Director of the Institute of Artistic Education of the Maria Grzegorzewska Academy of Special Education, Warsaw, Poland



The Koren-Kaye JITLI Center



*Riki Borochevsky-Hadad,
Dean of Student Affairs*

In the framework of community activity, sponsored by the Office of the Dean of Students Affairs, the Koren-Kaye-JITLI Center was established at Kaye College this year. JITLI is an international program that works to cultivate leadership among young people and to strengthen the connection between groups of different people who are in a state of conflict.

Within the complex reality of the tension in Jewish-Arab relations in Israeli society, the center was established to enhance relationships between Jewish and Bedouin students, to increase knowledge of "the other" and to strengthen feelings of acceptance and trust. The principles that guide the center's initiatives are as follows: joint action, experiential learning, activities that respond to shared goals and interests, joint coordination by faculty and students, and student enrichment.



Mr. Gary Jacobs, Ms. Noreen Sablotsky from San Diego, Prof. Lea Kozminsky
and Mr. Ya'acov Schneider

The Koren-Kaye JITLI Center (contd.)

Kaye Academic College of Education provides a home for the center because of the congruence between the center's goals and one of the central themes to which the college ascribes – the cultivation of multi-cultural leadership. The center was dedicated to the memory of the late Dr. Yitzhak Koren, a lecturer in the College who was active in the rapprochement between Jews and Arabs.

Fifty faculty members and students were asked to take an active part in the center. A number of representatives expressed a wish to be included on the Steering Committee that, together with the Director of JITLI in Israel, Mr. Ya'acov Schneider and Riki Borochovsky-Hadad, the Dean of Student Affairs at Kaye College, who outlined the center's activities. Four students and a lecturer, Rakefet Shachar, are coordinating these activities.

The program "Meeting and Taking Pictures" recently opened in which pairs of students from both Jewish and Arab populations participated. Under the guidance and facilitation of Yoram Peretz, an experienced photographer and educator, the students learned the basic skills of photography. At the end of the program, a joint exhibition was held at the College.



The late Dr. Itzik Koren

The welcome activities of the Koren Center and the activities of JITLI with young people have been made possible thanks to the warm support of Gary and Jerri-Ann Jacobs from San Diego, California, who honored us with their presence by visiting Kaye College.



Students from the JITLI group during their photography workshop under the guidance of Mr. Yoram Peretz

The Dr. Ibrahim Adnan Sa'adi Center for Research in the Teaching of Arabic Language and Literature

Dr. Saleem Abu Jaber, Head of the Elementary School Education Department

A unique first step was taken in the Arab sector in general and in the Bedouin sector in the south in particular, when Kaye College dedicated the Center for Research in the Teaching of Arabic Language and Literature, in honor of Dr. Ibrahim Adnan Sa'adi. Dr. Ibrahim Adnan Sa'adi was killed in a car accident in the US when he was in the final stages of his medical studies. The center was dedicated in Dr. Sa'adi's memory as a sign of esteem and honor for the deceased and his father, Dr. Adnan Sa'adi, who is a lecturer in Arabic language at the College.

Prof. Lea Kozminsky, President of the College, opened the ceremony with words of thanks and appreciation for the Sa'adi family, for their support and funding of the center and its activities. Prof. Kozminsky emphasized the importance of the center and its activities in promoting educational achievements among the students of the College. She stressed the center's ability to play its part in furthering the program of language instruction, the preparation of material, methods and ways of teaching the Arabic language in the 21st century. Prof. Kozminsky also thanked Dr. Abu Jaber and the center's staff for the variety of activities that has taken place since the time of the center's founding last year.

The Head of the Center, Dr. Saleem Abu Jaber, indicated that already last year, the center had begun to pursue its goals by locating the difficulties in teaching Arabic, by developing instructional programs for furthering students' achievements and in raising the level of the Arabic language in the Bedouin sector. Also present at the ceremony were Dr. Riva Levenchuk, Head of the International Relations Department, and guest of honor, Prof. Manem Milson, who gave a lecture in honor of the occasion.

A representative of the foundation established in honor of Dr. Ibrahim Sa'adi, Mr. Mahmoud Abu Bakar, emphasized the commitment of the foundation and the family path of Dr. Sa'adi, namely his support and assistance to every



A book in memory of the late
Dr. Ibrahim Adnan Sa'adi

person in need of help, the advancement of education in society and the support for pupils and students during the period of their studies. Mr. Mahmoud added that the directors of the foundation and the family would continue their activities in memory of the late Dr. Ibrahim Sa'adi. The main goals of the center are: improving and promoting excellence in the instruction of the Arabic language in the context of teacher education, advancing the professional development of teachers who have acquired expertise in the teaching of Arabic and encouraging research in Arabic language instruction.



At the opening of the Dr. Ibrahim Adnan Sa'adi Center

ITAKA: The Fredi Rose Support Center for Students with Special Needs



*Dafna Govrin,
Head of the Center*

The support center *ITAKA* provides support and services to students with special educational needs. The students who benefit from the center's services come from the different departments in the college, including those studying in advanced degree programs.

The students receive various services in the center, including counseling and problem-solving services by the coordinator of the center. Students who come to the center benefit from an attentive ear and get help with learning strategies. Personal tutoring is also available at the center in the framework of the "*Perach*" program – ten students receive tutoring throughout the year from peers to help them develop their study skills.

Every year, workshops are held on cultivating learning strategies and coping with exam fright. The students receive information and practice learning and coping techniques. They can visit the center during the day and make use of it to study in a quiet and friendly atmosphere.

The center has a computer room with fourteen stations which are equipped with assistive technologies and programs suited to the students' needs. During their studies in the college, students may receive testing accommodations in their exams, in accordance with the results of a diagnostic analysis. For example, students can take exams in English in the center using a special text-to-speech program.



I wish to thank from the bottom of my heart those who donated the computers to the Support Center: Dr. Leslie and Ms. Moozie Wolff and Ms. Leni Ehrenberg. They have made the success of the students possible.

Ms. Dafna Govrin awards a token of appreciation to Dr. Leslie and Ms. Moozie Wolff



The Bernard van Leer Foundation Supports the Center for Parenthood & Family



Nurit Kochavi, Head of the Center

Mr. Marc Mataheru, programme officer of the Bernard Van Leer Foundation, visited the Center for Parenthood & Family. The foundation has been supporting educational programs for parental guidance in Bedouin communities in the Negev. Thanks to this warm support, seventy graduates in five classes were certified as parental guidance facilitators.

Parental guidance in the Bedouin community provides relevant responses to a traditional society coping with the processes of change in our times. Participants learn parenting skills that promote the emotional, social and cognitive development of the children, in an atmosphere of respect and acceptance of the needs of the parents. The parents in the workshops also benefit from cooperation, support and empowerment. During the visit of Mr. Marc Mataheru 2nd and 3rd year students in the program spoke movingly about the personal, professional and social contribution of the program:

"Thanks to these studies, I have become a different mother to my children. Mothers have changed the way they relate to their children. Today, as a result of the experience in the workshops, the mother has learned to listen, to understand and to accept. I would like to express my heartfelt thanks for the opportunity to study in the program. This has been another step towards a healthy change in our community."
(Hanady and Hiam, students)

On behalf of the students, the graduates and the mothers I would like to sincerely thank the Bernard van Leer Foundation and Mr. Marc Mataheru personally for their warm support of our educational efforts and for contributing to a better future for the Bedouin and Jewish communities in the Negev.



Mr. Mataheru with Kaye College faculty members

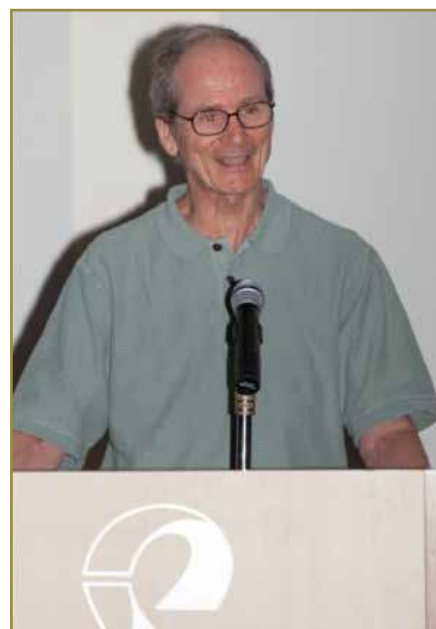
The Center for Motivation and Self Determination Hosted Professor Edward Deci



Dr. Haya Kaplan, Head of the Center

Professor Edward Deci is a Professor of Psychology and Gowen Professor in the Social Sciences at the University of Rochester, where he is a director of the Human Motivation Program in the Department of Psychology. He is well known in the field of Psychology and Personality for his theories of intrinsic motivation and basic psychological needs. With Richard Ryan, he is the co-founder of Self-Determination Theory (SDT), an influential contemporary motivational theory. Professor Deci has written numerous books and published hundreds of articles in leading academic journals. In his research and the development of the theory, he has been joined by dozens of researchers from all over the world.

Deci's lecture "Promoting Autonomous Motivation in Teacher Training and in Schools", given at Kaye College, was very enlightening. It was an opportunity to launch unique SDT based network of schools that is led by Dr. Haya Kaplan. Partners of the network are: Kaye College, Ben-Gurion University of the Negev, Israel Ministry of Education, The Division for Experiments and Innovations, and the Beer Sheva Municipality.



Prof. Edward Deci lectures at
Kaye College



From left to right: Prof. Avi Assor, Ben Gurion University, Dr. Haya Kaplan, Prof. Lea Kozminsky from Kaye College and Prof. Edward Deci from the University of Rochester

In the initial stage, five schools in Beer-Sheva are part of the network. The schools are embarking on a journey to form an educational community that bases its work on the approach and principles of SDT and to create an optimal environment for the growth of all the students.



The Sobell Foundation Supports Kaye College Students



Jennifer Ben Baruch-Pearson, Co-editor

The socio-economic situation in the South of the country has a negative impact on our students' possibilities to continue their education at the College. Also, many of our students are the first in their communities to combine Higher Education Studies with work. Those studying to become educators will be the future ambassadors of quality education, and will, subsequently, be influential on society.

The Sobell Foundation has been supporting Kaye College students for many years now, enabling them to realize their dream of obtaining Higher Education, and to become educators.

The students were very happy and excited to meet Ms. Gaie Scouller and Ms. Penny Newton of the Sobell Foundation, as well as Mr. Michael Mohnblatt, the representative of the Foundation in Israel, and to express their sincere thanks and appreciation for the Foundation's warm, ongoing support.

Prof. Lea Kozminsky, the College President, welcomed the guests and cordially thanked them for their warm support over the years: *"Your good will and generous contribution is a wonderful example of giving and assisting in achieving the goals and building a better future for us and the children of Israel."*

Anna, a 3rd year student: *"Thanks to your warm support, I am able to continue my studies. On behalf of the students and myself I would like to thank you from the bottom of my heart for your warm support which is so much appreciated. We believe that after graduation we will be able to assist others the way you have assisted us."*

May the members of the Sobell Foundation be blessed for their ongoing support in enabling our students to obtain higher education.



Kaye College hosts Ms. Gaie Scouller and Ms. Penny Newton from the Sobell Foundation, England

Professor Walter R. Allen Visits Kaye College

Dr. Olzan Goldstein, Head of the Research Authorities at Kaye College and the MOFET Institute

Professor Walter R. Allen from the Department of Education, the Graduate School of Education and Information Studies, UCLA, visited Kaye College.

He was welcomed by Prof. Lea Kozminsky, the College President, Dr. Riva Levenchuk, Head of the International Relations Department and Dr. Olzan Goldstein, Head of the Research Authorities at Kaye College and the MOFET Institute.

The purpose of Professor Allen's visit at Kaye was part of a larger program, which was aimed to introduce him to teacher education in Israeli colleges and to the MOFET Institute. During his visit at Kaye College, the Professor met with the academic staff and students, and was introduced by Dr. Haya Kaplan, Dr. Rafi Davidson, Dr. Saleem Abu Jaber, Ms. Carla Nachomovitz, and Ms. Miriam Schildkraut to various multicultural projects in schools and preschools in the southern region of Israel, run by the College.

Professor Allen also ran a workshop and a discussion at the College: *"Follow the Leader: Engaging Senior Administration and Faculty to Achieve Academic Excellence via Diversity, Equity and Social Responsibility"*.

Following his visit, the MOFET Research Authority initiated a research network called "the CHOICES Project", aimed at cooperative mutual research with the Professor. The purpose of the research is to focus on auxiliary - and impeding factors of influence on high education students in minority groups. The Israeli research will focus on three minority students-groups: Arabs, Bedouins and former Ethiopian immigrants. Two staff members of Kaye College take part in the research: Professor Anat Kenan, head of the network and Dr. Haya Kaplan, research team member.



Prof. Walter R. Allen (in the middle) with Kaye College faculty members and students



Members of the South African Zionist Federation Visit Kaye College



*Orit Vazana,
Head of the Public Relations Department*

The students, faculty and college administration were very happy to host members of the South African Zionist Federation (Israel) at the College. Among our guests were: Ms. Batya Shmukler, Chairman of Telfed, Ms. Susan Sharon, a very loyal and dear friend of the College, Telfed's Endowments and Scholarships Committee Coordinator, Mr. David Conroy, Head of the Telfed's Regional Committee in Beer-Sheva, and Mr. Philip Chasen, Member of Telfed's Endowments and Scholarships Committee, South African Zionist Federation (Israel).

Prof. Lea Kozminsky, the College President, welcomed our guests, thanking them for their interest in Kaye College, for their warm continuous support of its students, enabling them to continue their education and to receive their academic degrees.

Shosh Siboni, a 3rd year English major, expressed her gratitude on behalf of the students, and promised to make every effort to raise the level of education in the Negev upon their graduation.

Yair, a 4th year student warmly thanked the South African Zionist Federation and said with great excitement: *"I come from a very low socio-economic environment. I wanted to study and to make a difference, to serve as an example to my younger sisters and brothers and to the people who live in my neighborhood, to show that everything is possible. Thanks to your care and warm support I was able to continue my education and to realize my dream."*

Yoel, a 4th year student of the Informal Education Department, who works with youth at risk said: *"By assisting me, you saved not only my life, but twenty more lives of people who I work with. I myself have five children. Thanks to your kind support, my wife Geula and I were able to graduate from the College."*

Former-graduates, now teachers in the field, met with their supporters and thanked them for opportunities granted to study. It was a very exciting and pleasant meeting.



Members of the South African Zionist Federation meet with Kaye College faculty members and students

FocUS Music at Kaye College



*Dr. Doron Narkiss,
Lecturer, English Department*

About once a month, throughout the current school year, Ami Yares has been coming to Kaye College to share his passion for teaching through music and, specifically, to teach American social history through its music.

An initiative started by the Public Affairs Office of the USA Embassy. *FocUS* Music was suggested to the college by Dr. Riva Levenchuk, Head of the International Relations Department. With the blessing of the President of the College, Prof. Lea Kozminsky, the *FocUS* Music workshop was established for over thirty English Department students.

As Ami Yares describes it, *FocUS* Music is a series of workshops and performances that transform American music into a lens that explores the struggles and victories of American society... These workshops and performances... explore relevant social issues and the music born from and out of these occurrences.

Ami has been leading workshops also in two high schools in Nazareth and Jerusalem, the Arab Academic College in Haifa, Ort Binyamina, Q Schools of Tire, TAL (an ESL program in Jerusalem) and at Abu Krinat High School near Dimona. Kaye College students met with some of the other participants in May, at a concluding concert in Nazareth.

The English Department students chosen for the workshop included two classes, one studying Afro-American literature, the other working on Methodology with an emphasis on teaching through music. Both groups were able to extend their knowledge and understanding of historical events and social movements and crises in American culture, and to make connections with material they knew from literature classes. They were able to observe Ami's method of teaching using music, which explores the historical, social and literary values



Mr. Ami Yares during the workshop
at Kaye College

of a song, leading to a critical analysis of the themes that reverberate in the songs of protest and social awareness that he chose.

Besides adding to the students' historical knowledge of the U.S., and about its struggle to achieve and maintain democratic values, *FocUS* Music helps students to achieve other important aims, particularly for English teachers-to-be. By listening and using the lyrics of the songs, students improve their comprehension and speaking skills; while reference to current events in Israel, such as the social justice protest in 2011, show the participants how they could relate the songs to their and their future pupils' concerns.

The final concert brought together a diverse group of students from a number of institutions. If the energy on the stage and among the audience was any indication, *FocUS* Music has been an enormous success for all involved.

Kaye College highly appreciates the warm support of the Public Affairs Office of the USA Embassy.



Facing the Community



*Roi Amanc,
Director of the Association*

The Association for the Advancement of Projects in Education, Sport and Culture was established by Kaye College in 1995. The purpose of the association is to help the college to realize its vision of involvement in the community. The starting point for its activity is that both the college and the community should benefit from it. The association is involved in educational activities and the development of leisure culture in the Jewish and Bedouin sectors.

The main projects of the association are as follows:

The Educational Unit: This unit works in cooperation with the Beer-Sheva Municipality and the Israeli JOINT. It offers programs such as Excellence in Mathematics, Mathematics Contest, Language and Mathematics Literacy in kindergartens, immigrant kindergartens and elementary schools. The unit also runs the program "On Wings," in which Israeli youth document the moving stories of Prisoners of Zion and Ethiopian immigrants.

The School of Visual Art: The school serves as a cultural and artistic center and informal meeting place for people in the academic community who support arts in Beer-Sheva. The school runs art classes, professional workshops for active artists and holds exhibitions, special study days, life-drawing evenings, classes of visiting artists and so on for the benefit of Beer-Sheva residents and its neighbors.

The "Tarshish" School for Senior Citizens: This year "Tarshish" celebrated its 10th anniversary. It provides its students with a warm, supportive and friendly atmosphere. Study programs include a wide variety of courses, as well as many social and cultural activities that take place every week. Each year the school puts on an exhibition, "Tarshish Harvest," showcasing the works of the students studying in the various art courses, and an end-of-year exhibition featuring the works of students in the photography course.

The Sports Center: The Sports Center offers a broad range of sport activities for all ages. The center aims to cultivate excellence in sport, and it hosts tournaments and competitions in a variety of fields. A good example is the sporting event, "Cricket for Peace," which was held in cooperation with the Peres Center for Peace. During this event, Palestinian and Israeli children worked together and proved that through sport, it is possible to build bridges over every gap.

The School for Sports and Leisure Activities Instructors: This school was founded about ten years ago in order to train a staff in the field of sports guidance and training and so has become part of the vision of Kaye College to be a regional center in this area. The school's staff is made up of the leading lecturers in Israel, and it operates with the approval of the Director of Sports in Israel.

On this festive occasion, I would like to thank the staff of the Association, for doing its work with such professionalism and dedication. I also wish to thank Kaye College, under the leadership of Prof. Lea Kozminsky, for the warm home and full support it has given to the activities of the Association.

Tarshish: Reflections on the School for Senior Citizens at Kaye College



Hanna Blau, Head of the School

The Tarshish School for Senior Citizens at Kaye College is nearing the end of its 10th anniversary. The purpose of the school is to respond to the intellectual, social and cultural needs of the general public of senior citizens.

Why is it important for seniors to study?

Researchers have found that cognitive activity is one of the guarantees of a successful old age. They claim that seniors can certainly learn, and studying even constitutes a means of preserving their mental agility. Many older adults are still interested in the subjects that aroused their curiosity when they were young, when they did not have the leisure to study them. Many are also interested in refreshing their knowledge in areas they have been involved in for years. Study in a respected institution provides the elder individual with a role and a new social status: student. This is a status that is not necessarily related to age, but it carries with it a sense of being young and capable of learning new things.

Why did you decide to establish "Tarshish"?

In order to continue developing after retirement, it is important to make use of intellectual abilities to some purpose, in a way that makes seniors feel that they are contributing and benefiting, something that makes them feel good.

What are the goals of the school?

To invite senior citizens to study and to teach in a friendly atmosphere, and to be partners involved in a process of building an institution that is administered by and for them, to create an intimate and supportive social environment that will be a significant factor in helping them to adapt to the period of life following retirement and to enable seniors to deepen existing abilities and discover new ones.



Mr. Shlomo Nagar behind the potter's wheel at Tarshish

Tarshish: Reflections on the School for Senior Citizens at Kaye College (contd.)



Ms. Rivka Ben Ya'akov speaks on behalf of the Tarshish administration during the anniversary ceremony

What is the vision of the school?

Firstly, Tarshish operates within the Kaye Academic College of Education and is an integral part of it. "Tarshish" students have access to instruction from the best lecturers, a library, gymnasium, photo studio, computer labs and mutual relations that are not based on formal educational frameworks.

Secondly, "Seniors teaching seniors" is the motto of the school. Tarshish is operated and administered entirely by seniors: the secretarial work, the administration, the lecturers and the students. "Tarshish" accommodates the needs of its population: the choice of a variety of courses that interest the community of seniors, taking into consideration the physical abilities of the students in courses that require strenuous effort, listening attentively to the needs of the students, ease of access to the classrooms, parking spaces close to the entrance, etc. All this in a friendly and supportive atmosphere.

How does "Tarshish" contribute to the community?

The school was established as a part of the college, in the framework of the Association for the Advancement of Projects "with faces turned towards the community," and with the encouragement and support of the college administration. The Association for the Advancement of Projects in Education, Culture and Sport, headed by Mr. Roi Amanu, work to realize the vision of the college for

community involvement. It is involved with educational activities and with the development of leisure culture throughout life.

Where do the students come from?

Tarshish is open to all the residents of the South. Over four hundred students participated in the "Tarshish" program this year.

How do cultural and social activities find expression in "Tarshish"?

Tarshish feels an obligation to respond to cultural needs as well, and for that reason, it offers activities anchored in the formal program of studies, including enrichment activities: touring galleries and museums, attending concerts, visiting various cinematheques, going on field trips in Israel and overseas, attending musical encounters, photography trips, participating in events like the opening and closing of the academic year, "Parliament Tarshish" (weekly lectures on various topics given on a volunteer basis and open to everyone for free), exhibiting in two gallery exhibitions featuring works by the art students, publishing a newspaper created by the students themselves ("Tarshiton"), etc.

How is the school administered?

The school operates with the assistance of a number of bodies. "Tarshish" has an administrative committee that meets once a month. Members of this administrative body are Rivka Ben Ya'akov, Dr. Riva Levenchuk, Prof. Zipora Shehory-Rubin and Dr. Edith Sher. The committee discusses what is happening in Tarshish and works to transform the ideals of the school into a reality.

Tarshish: Reflections on the School for Senior Citizens at Kaye College (contd.)

The school's administration believes in working together with the students, both in connection with the process of decision-making and in its implementation. Therefore, the students of Tarshish who coordinate "Parliament Tarshish" – Efraim Ziv, Chanoch Galberg and Tzvika Kanfi – work hard to bring the best lecturers to these meetings. Hassida Avigad edits the Tarshish magazine – "Tarshiton" – and the members of the editorial staff, Dr. Michal Rosenberg and Yocheved Klausner, work diligently on its production. The school's secretaries, Malka Kaufman and Amalia Elbaz, handle the administrative work with a friendly face to everyone who turns to them with a request or query. Dr. Idit Sher edits the texts produced in "Tarshish" and directs every comma and period to its proper place, and as an integral part of the college, we are helped by its administrative staff. We sincerely appreciate all their efforts.



Mr. Shalom Buhbut, Head of the projects, Ministry of Senior Citizens greets participants at the ceremony



On the left: Mr. Israel Feingold and Ms. Esther Halili play the piano (four hands). On the right: Ms. Ora Mindel (teacher)

How do you envision the future of the school?

"Tarshish" will be a fruitful place of learning, a focal point for expression and activity in different areas, and a center that creates an atmosphere of culture and enlightenment.

I would like to take this opportunity to thank Prof. Lea Kozminsky with all my heart, for her warm endorsement of "Tarshish", for accepting "Tarshish" as an integral part of the life of the college, for the support, encouragement and warm words that have accompanied every activity. I would also like to thank Roi Amanu, Director of the Association, from the bottom of my heart, for the openness, sympathetic attention, good will and tireless activity to further the work of the Association and to help it flourish and prosper.

How would you summarize your activity in the ten years since the establishment of "Tarshish"?

As the Head of "Tarshish", I see this work as a life-project and mission. I feel blessed when I observe seniors coming to the college with sparkling eyes and enthusiastically engage with meaningful activities that interest them, as if they were saying, "I learn, therefore I exist."



Tarshish: Reflections on the School for Senior Citizens at Kaye College (contd.)

Student Reflections – What does Tarshish mean to me?



We, the students in "Tarshish," a school for seniors, are this year celebrating ten years of diverse activity under the administration of Hanna Blau, who has endowed the school with personal and humane relations with every student, every day, and every hour.

I came to Be'er Sheva in 1953, from a musical home, but with little knowledge of piano playing. And then one morning, my eyes lit up when I read a happy news item: a school for senior adults named "Tarshish" had opened, and it offered us a variety of courses in a wide range of subjects, and to my great delight, piano was also on the list. A new life opened up before me. I must also thank my music teacher, Orah Mindel.

Esther Halili, piano student

When I retired from work, I started looking for a framework that would provide me with a way to broaden my horizons, and so I turned to this place and was impressed. So I registered, and from that time, 7 years ago, I have found a home-base for enjoyment and learning, beginning with good teachers, a variety of subjects, a positive attitude from the administration and courteous secretaries, and ending with pleasant friendships with my fellow students.

Efraim Ziv, "a young senior," age 68



A feeling of home, the relationships between the students and the teachers, who are themselves also learning even as they teach; some of them could have been my children. I bring knowledge and relevant professional experience that I have accumulated from over 40 years of working in the research wing of the Dead Sea Works, but the new things that I am learning from my teachers and from my fellow "Tarshish" students continue to renew me and strengthen in me the desire to come to the school and to develop. My wife, Ayala, who retired a year ago, immediately joined us in "Tarshish", and she feels the same way that I do about the school. My renewed encounter with old friends and professional colleagues, getting to know a new community of students without relating to differences of religion, gender and age is enchanting. "Tarshish" is really a one-of-a-kind place.

Tzvi Kanfi, painting, printing, Photoshop and Parliament

In the Negev area, "Tarshish" has become known to the general public as a special and unique school. Before the school was founded, senior citizens didn't have any framework which suited their needs. For me, Tarshish is not only a place for professional development, it is a place for making my dreams come true – learning things that I haven't had time for throughout my life. Today, I am learning how to play the piano, study Spanish and studying photography. It is no longer a dream – it's my reality. My only regret is that I don't have enough time to do more!"

Nissim Zohar



Touching Art in a Personal Way



*Elena Fominykh,
Head of the School of Visual Art*

Three exhibitions that were presented at the gallery of the School for Visual Art during the last academic year are a major achievement for the School for Visual Art and the Association for the Advancement of Projects in Education, Sport and Culture. Ms. Fominykh brought together artists who work in ceramics, aquarelle and silk painting as well as mosaic art, all of them related to the Negev.

The three exhibitions are a ceramic artists exhibition of the "SHAVU BANIM" center, an exhibition in cooperation with the KIVUNIM company – "Aquarelle and Silk" of the artist Olga Svechernik, and the exhibition "Muse in Mosaic" of the Israel Mosaic Artists organization. The three exhibitions radiate the magic of creating art.

"Joined by Spirit and Matter" is the name of an exhibition of artists Eli Aman and Ilana Maman from the Ethiopian Jewry House. The contrast of shapes and colors are expressed in an ancient material – clay.

Olga Svechernik worked in two different media – aquarelle painting and silk printing. There is a famous old saying that describes the spirit of the exhibition "Aquarelle and Silk": "I don't paint with watercolors. They just enable me to enter my internal world and start talking."

The exhibition "Muse in Mosaic" continues the tradition of the Israeli Mosaic Artists organization, an organization founded in 2006 with more than 250 artists. Six artists participated at the exhibition, most of them residing in the Negev. Yael Nitzan, founder of the organization, brought artists and lovers of mosaic art to Beer Sheva. In these original creations, each artist's personal approach is apparent.

Mosaic art combines various materials, many of them recycled. Glass, stone, seashells, stuff from grandma's drawer – every material and shape can be combined in mosaic.

These three exhibitions unite different pieces of art, views and technique. In each one, artists give their personal answer to the question: "What is your own way to touch art? "



"Then shall you truly dance" (Gibran Khalil Gibran, The Prophet), Elena Fominykh, from Glass Mosaic series



Kaye College - The National Center for the Professional Development of Educators, Beit Yatziv



Dr. Oded Avissar, Director

Beit Yatziv plays a central role in the professional development of educators in the following innovative programs:

Israeli Culture and its Heritage – a study program that is intended to strengthen the sense of belonging and the deepening of Israeli-Jewish identity for students in grades 3-8, as part of the process of shaping Jewish and Zionist identity, their relationship to history, to roots and to contemporary social processes. The program includes the reading and understanding of significant texts and developing a critical and ethical dialogue that raises questions in relation to the present, to the past and vice-versa.

Civics Education for a Democratic Way of Life – A significant part of our activities is devoted to seminars that deal with different aspects of democracy and society and integrating them into the curriculum of the civics and geography courses, taking into account various aspects of society and citizenship in the state of Israel, and with regard to social and ethical education in the schools.

The “New Horizon” Educational Reform – is now in its fourth year and has moved from an experimental format to a reform program encompassing almost the entire public educational system, from kindergarten to grade 9. Thousands of teachers take continuing education courses each year in centers throughout the country, in both academic institutions and in schools. The center in Beit Yatziv offers a model built on



At the seminar

Kaye College - The National Center for the Professional Development of Educators, Beit Yatziv (contd.)

intensive 3-day seminars, and is unique in its emphasis on questions of the educational values that are taught in kindergartens and in schools. We have developed special tracks for the professional development of administrators, and a significant portion of those who take continuing education courses with us are principals and other educational administrators. Courses deal with humanistic ethical leadership, adapted to the participants in each seminar.

Gender and Equality between the Sexes – We offer special programs that touch upon various educational and ethical perspectives related to equality between the sexes and gender, together with processes of the empowerment of women teachers and female students in the educational system.

The Rights of the Child and the Student – are derived from the law that was passed in the Knesset following the acceptance of the U.N. Declaration of the Rights of the Child. We make great efforts to clarify and emphasize the educational importance of the rights of the student and the child in the educational system in Israel, while analyzing situations and test cases that also include the legal aspects that teachers must pay attention to, while respecting the dignity and rights of their students.

General Humanities and the Social Sciences. The inter-disciplinary character of the staff at Beit Yatziv has impacted the sciences, so that in every seminar in the fields of the sciences and mathematics, a number of hours are devoted to ethical discussions of either a practical or theoretical dilemma. Additional partners in the study of the sciences are the Center for Astronomy of Ben-Gurion University and the Rashi Foundation, and when it opens in a few more months, the Science Park and Science Museum on the campus of Beit Yatziv will serve as an educational museum for active study for both teachers and students.



At the workshop



The Kaye Family

Mr. Geoffrey Kaye is a loyal friend and supporter of Kaye Academic College of Education. The generous and warm support of Mr. Kaye to our college has continued through the years.

In 1982, Mr. Geoffrey Kaye donated the main College building in memory of his dear parents Michael and Golda Kaye. The Gemma and Jennifer Kaye Biomechanics Laboratory was established by Mr. Kaye in honor of his two daughters.

The Geoffrey and Kiki Kaye Students' Center enables students to study in a comfortable and pleasant atmosphere. The Natasha and Seth Hudson, Sophia and Lily Pears Gymnasium contributed by Mr. Kaye in honor of his grandchildren, are all components of the college campus.

In addition to these contributions to the physical facilities of the college, Mr. Geoffrey and Mrs. Kiki Kaye have established a scholarship fund for students. These scholarships motivate our students, encourage their professional growth and contribute to the level of education in the Negev.

Mr. Geoffrey Kaye shares our vision of quality education for the children of the Negev. Kaye College is deeply grateful to Mr. Geoffrey Kaye for his ongoing warm support and friendship and wishes him and his dear family many more years of good health and happiness.

Following is an article about Mr. Geoffrey Kaye's wife, the artist Kiki Kaye.



Three generations: Mr. Geoffrey Kaye, his daughters: Gemma with her husband Scott Hudson (on the left), Jennifer with her husband David Pears (on the right), and Mr. Geoffrey Kaye's lovely grandchildren

Mrs. Kiki Kaye's Solo Exhibition at Ceres Gallery, NY



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

Mrs. Kiki Kaye is a well known, versatile contemporary artist from German descent, born in Shanghai, China. Ms. Kaye began her study of art in 1976, receiving a blue ribbon Art Award from the Instruction School of Minneapolis. The artist has been mentored by many international artists in the USA, France and Austria. Kiki Kaye's appears in numerous publications including in "International Contemporary Masters" and the Artist Advocate Magazine where she was selected for the cover of the winter edition 2009. This year, the artist received a Chianciano International Art Award by the Oxford University.

She has exhibited in numerous solo exhibitions in prominent galleries and museums worldwide. On March 30th 2013, a solo exhibition of Mrs. Kaye's works will be opened in the Ceres Gallery in Chelsea, New York.

The artist's philosophical starting point is based on the theory of the futuristic trend which came into being at the beginning of the 20th century in Italy. This artistic trend emphasized innovation, motion, dynamics, power, speed, technology and mechanization of the contemporary world. Along with that, qualities unique to Mrs. Kaye's work are expressed in a multitude of ways, styles and techniques. Along with Mrs. Kaye's versatility, her work is characterized by perfect harmony and a magical atmosphere which arouses curiosity and wonder in the viewer. The artist masters integration and socialization, by blurring boundaries between techniques, dimensions and different styles. She directs the viewer to an idea of cooperation, and brotherhood in our diverse and multi-cultural society.

The artist states: "My use of computer components reflects awareness for the time in which we live. I am fascinated with the electronics that exist today – and with the unimaginable advances that the future will introduce."

Mrs. Kiki Kaye uses symbols which represent speed, unlimited ability, and technological success of the modern era in order to impart her message: come and let's make the world a better place - we can do it.

The Kaye College administration, faculty and staff congratulate Mrs. Kiki Kaye on her upcoming solo exhibition and wish her much success in all future endeavors.



Kiki Kaye, Futuristic, multimedia on canvas, 30" x 39": this work was awarded with an American Art Award ribbon this year.



In and Around Beer-Shevaan Exhibition of Paintings by Gideon Shani



Gideon Shani, Artist

Dr. Esther Shani

Gideon Shani, a native Israeli, holds a BA in Economics, an MA in Political Science and is certified by the National Security College.

Shani started painting in 2004. He acquired his training in painting, printing and sculpture in *Tarshish*, in the School of Visual Art at Kaye College.

In 2006, he received, the *Honored Citizen of Beer Sheva Award*, on behalf of the residents of the city, for his volunteering activities in the community.

In 2012, he was elected *Chair of the Painters and Sculptors Association of Beer Sheva and the Negev*. His paintings have been exhibited in solo - and group expositions, both in Israel and overseas.

Gideon Shani's current exhibition, *In and Around Beer-Sheva*, hints at a treasury of internal images that are reflected in the external façade revealed in the southern landscape, colored by a blinding rainbow of colors, illuminated by the sun's beating rays. He paints in a realistic impressionistic style that corresponds with the southern landscape of Israel through memories and personal biography, and perhaps for this reason, his encounter with the landscape is an encounter of belonging and commitment, and not one of always looking from the side. Sometimes the content and images rise out of the brushstrokes on the canvas, sometimes they emerge from photographs of the landscape, to which he returns again and again, and create an expression of the experience on the canvas in acrylic watercolors, and more intensely, in oil. According to Shani, oil enables him to paint the experience in a way that comes closer to the complex "reality" of the landscape of his life.

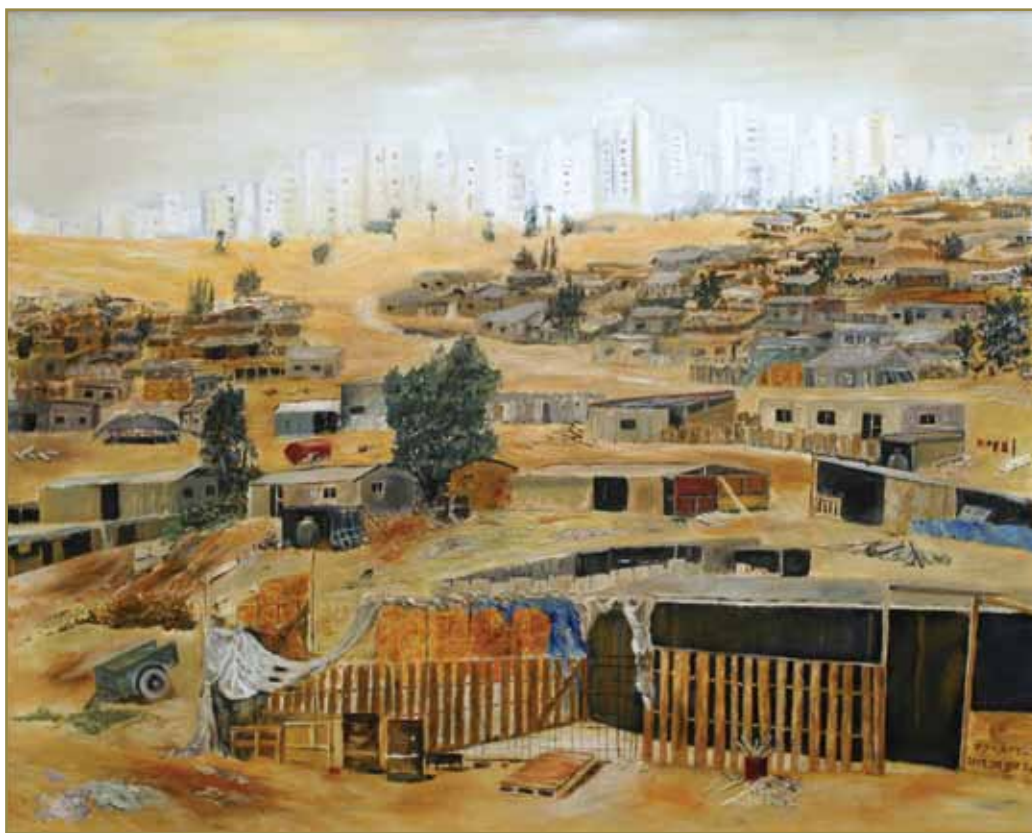


"Neighbours"

In and Around Beer-Sheva, an Exhibition of Paintings by Gideon Shani (contd.)

In his painting, *Close to the Ground*, there is already a hint of the complex relationships between the regional city of Beer-Sheva, with its towers of concrete and cement, and the meager metal and temporary shacks of the Bedouin population, here invisible, juxtaposed to the towers despite their threatening power. The pastoral landscape of tin shacks and plastic huts in the painting, *Ranch of Individuals*, seems somehow fragile in the shadow of the hills of "fate," whereas the "well-known" city Tel-Sheva, stands enveloping with its single storied houses, and in the center stands an arrogant castle, with hills surrounding the sheaf-like structure, and Beer-Sheva, as though hiding some secret. The bluish background color of the city turns into an apocalyptic blue in the painting *Ramat Hovav*, and in ways that lead from no place to nowhere, and moving as though airborne, the women in black.

Over against all these, the painting *The Feast*, discloses at the top of the hill the personalities who populate the environs of Beer Sheva, and they are revealed under the pavilion in the heat of the day, almost blurred and yet serene, human and festive. There is not a little mystery here, but also, in a conscious way and perhaps also unconscious, there is a summons for another way of looking.



"Close to the ground"



James Durst, an American Folksinger, Warmly Received at the College



*Ruth Ophir,
Lecturer, English Department*

Music is a language that speaks to the mind, the body and the soul. By bringing together songs in Hebrew, English and Arabic, James Durst communicated his message of peace and friendship between the different communities in Israel and the world in a concert given at Kaye College. Mr. Durst's visit was made possible with the generous support of the Public Affairs Office at the American Embassy in Tel Aviv.

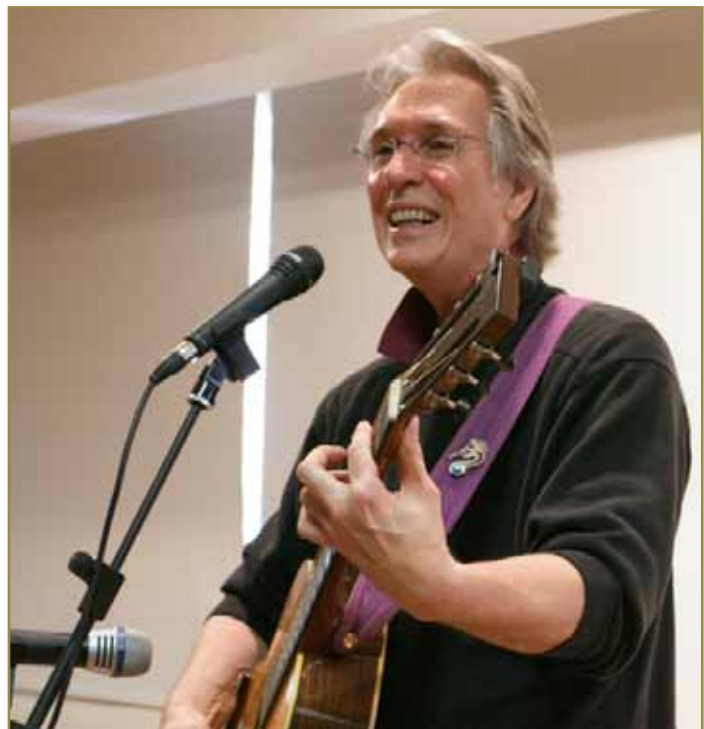
He performed to a rapt audience of young college students and retired seniors studying in Tarshish. The audience happily sang along to tunes from all around the world and from home.

Mr. Durst is a modern day minstrel, having played his guitar and shared his involvement in causes such as the environment, word peace and understanding in forty five countries around the world. His music reflects a global perspective and the connections between people of all races and religions. He has been touring since 1965 and has written words and composed music to more than 230 songs. In addition, he has a wide repertoire of folk music from the traditional singers of the past. During his performance at the college, the audience was treated to songs composed by Woody Guthrie and the Weavers.

A sampling of reactions from the audience is found below:

"I really loved the folk music performance by James Durst. It was the first time I heard him. I found his music touching and impressive. While listening to him, I felt as if James was talking to me, and not only singing. Furthermore, I was surprised when he started singing in Arabic. I especially liked that part."
Rola Alatawna, student

"I felt it was a rather intimate performance that gave me a glance at the singer's life. The song that I loved most was "Internationally Unknown"- which symbolizes his love for freedom and independence."



Mr. James Durst

James Durst, an American Folksinger, Warmly Received at the College (contd.)

Katya Shapira, student

"The performance of James Durst was well attended by the senior citizens from Tarshish as well as the regular students. It was an exciting mixture of different ages, Jews, Bedouin and Arabs students sitting together and enjoying the special performance of James Durst.

I would like to emphasize the special contribution of the singer in promoting multiculturalism, patience and understanding in the society we all live."

Hanoch Gelberg,
Senior citizen, "Tarshish"

Our warmest thanks and appreciation to the Public Affairs Office of the USA Embassy for sponsoring the James Durst performance at Kaye College



From right to left: Ms. Risa Levy, Cultural Program Specialist
Public Affairs Office, USA Embassy, Mr. James Durst and Dr. Riva Levenchuk



Guests from Penza State Pedagogical University at Kaye College

Prof. Yuri Mazei, Vice Rector, Dr. Natalya Mazei and Dr. Margarita Gavrilova from Penza State Pedagogical University visited Kaye Academic College of Education. The purpose of the visit was to establish personal and professional contacts between faculty members and to share professional knowledge and pedagogical experience. In addition, two online seminars were held.

Penza State Pedagogical University has been invited by Dr. Olzan Goldstein, Head of the Research Authorities at Kaye College and at the MOFET Institute to join the international research network coordinated by her with the participation of Ms. Merav Asaf, Head of the Center for Educational Tech. Initiatives, at Kaye College. Seven colleges and universities take part in the research.

Guests from Penza State Pedagogical University, with our faculty members.



Joint Research with Prof. Rosalind Horowitz from the Texas University

Professor Horowitz from the Texas University in San Antonio visited Kaye College in the framework of her collaboration with Kaye College faculty members Dr. Esther Cohen-Sayag and Dr. Nurit Nathan. Their joint research, on the subject of discourse in the classroom, started some years ago. The Professor also met with Dr. Salim Abu Jaber, Head of the Elementary School Department in the Bedouin sector, and its faculty members. Ideas and experiences were shared and discussed.



Prof. Horowitz (second from the right) with Kaye College Faculty members [LTR] Dr. Riva Levenchuk, Prof. Lea Kozminsky, and Dr. Nurit Nathan

Recent Publications

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

Abu Jaber, S. (2010). ***The Victory of the Believers by the Ottoman Dynasty***, Al-Qasemi Arabic Language Academy, Al-Qasemi College of Education

Aharoni, H. (2011). ***Social Education in Israel***. Rehovot: Advance Publishing House.

Edelstein, A. (2011). ***Intimate Partner Homicide in Israel, Theoretical and Empirical Aspects***. Beer-Sheva: Ben Gurion University Press.

Shawarbah, M. (2012). ***A Grammar of Negev Arabic, Comparative Studies, Texts and Glossary in the Bedouin Dialect of the 'Azazmih Tribe***. Wiesbaden: Harrasowitz Verlag.

Shehory-Rubin, Z., (2011). ***50 Years of Teachers' Training in the Negev, 1954-2004***. Beer-Sheva: Kaye Academic College of Education.

Shvarts, S. & Shehory-Rubin, Z. (2011). ***Hadassah for the Health of the People: The Health Education Mission of the American Zionist Women in the Holy Land***. Tel Aviv: Dekel Academic Publication.

Tsur, I. (2009). ***Reflections on Atheism; Foreign Concepts***.



Retirement

Dr. Sa'adi Adnan

Dr. Rafi Davidson

Ms. Eva Geron

Ms. Paulina Harach

Professor Anat Kenan

Dr. Nurit Nathan

Ms. Carla Nohomovitz

Ms. Haya Sharoni

Dr. Bilha Treivish

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



In Memoriam

With deep sadness we mourn the untimely passing of our dear friends and colleagues. May their memory be a blessing



Taking leave of a dear friend is always painful. When parting comes soon or sudden, it leaves us stunned and hurt. A year has now passed since **Muhamad Abu Ajaj** left us, only fifty six years old. A kind man, modest, handsome, with smiling eyes and a bright expression. Muhamad was a musician, a creative artist, a teacher, an educator and a friend.

Muhamad entered Kaye College as a student in the music department in 1980. From there he went a long way, and returned to us as a lecturer on the staff. The love of music and the vision of the importance of music education were guiding principles for him. For years, Muhamad researched the Bedouin musical heritage. He favored the notion, that music is an important part of the history of a people, and therefore, he strived to pass the importance of preserving traditions on to his students. Muhamad Abu Ajaj is no longer with us, but his music continues to echo in the desert, and in our hearts. *Dr. Hadassah Ellenberg*

Noami Ben Tsur headed the Elementary School Teacher Education Program in Kaye College. When remembering Noami, it is hard to remain sad, for Noami knew how to laugh. She was graced with a sense of self-humor and she had a humanistic outlook on the world, on situations in life, and in general.

Those left behind carry all those happy experiences she shared with us.

Noami left her mark on the program for teacher education in elementary schools, and she outlined the way forward. We, the College faculty members, will continue her way. *Dr. Batia Reichman*

The life of **Dr. Itzik Koren** was a platform to furthering excellence. He sought to protect the environment and its qualities. His way of thought was creative and surprising, his advice was precious. He cultivated progressive educational values. But above all, he was very humane. He always sought peace with those around him. He brought hearts together. *Dafna Govrin*

Dr. Neli Wolf was a senior lecturer in the Mathematics Department, a group facilitator in the internship unit and a member of the research department.

Neli was a dear and loyal friend as well as a knowledgeable and devoted colleague.

Deep love and care for her family was most important to her. She will be missed by all of us who had the honor and privilege of knowing her. *Dr. Edna Ben Shalom*

With great sorrow we take leave of our colleague and friend, **Yael (Haya) Cohen**. For years we were accustomed to seeing her among us, smiling, being supportive and giving her whole heart to the performance of her task. She was someone we could depend on, both professionally as well as personally. We all join together in remembering Yael. *Dr. Tali Ben Israel*

The Administration and Faculty of Kaye Academic College of Education



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