



The Israeli Case

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Teacher Education in Israel

- Colleges of education (MoE)
 - Initial teacher education (Preschool – 9th Grade)
 - Education as a second career for BA holders
 - M.Ed and M.Teach
- Universities (CHE)
 - Post graduate teaching certificate
(10th – 12th Grades)



- Academic publications are considered before teacher educators are hired, receive permanent contracts, administrative appointments, or "promotion ranks".
- Teaching experience, though desired, is not required.
- Teacher education has undergone several reforms aimed at improving their academic status
- Currently, some colleges are transferred into the auspices of CHE, granting them academic freedom and budgetary independence. Other colleges will be closed



The Context of the Current Study

- The Mofet Institute was established by the Israeli Ministry of Education some 30 years ago in order to provide professional development opportunities to college based teacher educators.
- The Institute joined The InFo-TED Initiative to carry a comparative survey of higher education based teacher educators' professional development needs



Research Questions

1. How do college based TEs in Israel perceive their roles?
2. Are they satisfied with the PD opportunities they had thus far?
3. Are they interested in further PD?
4. If they do, what specific PD preferences they have?



Participants

101 Israeli respondents:

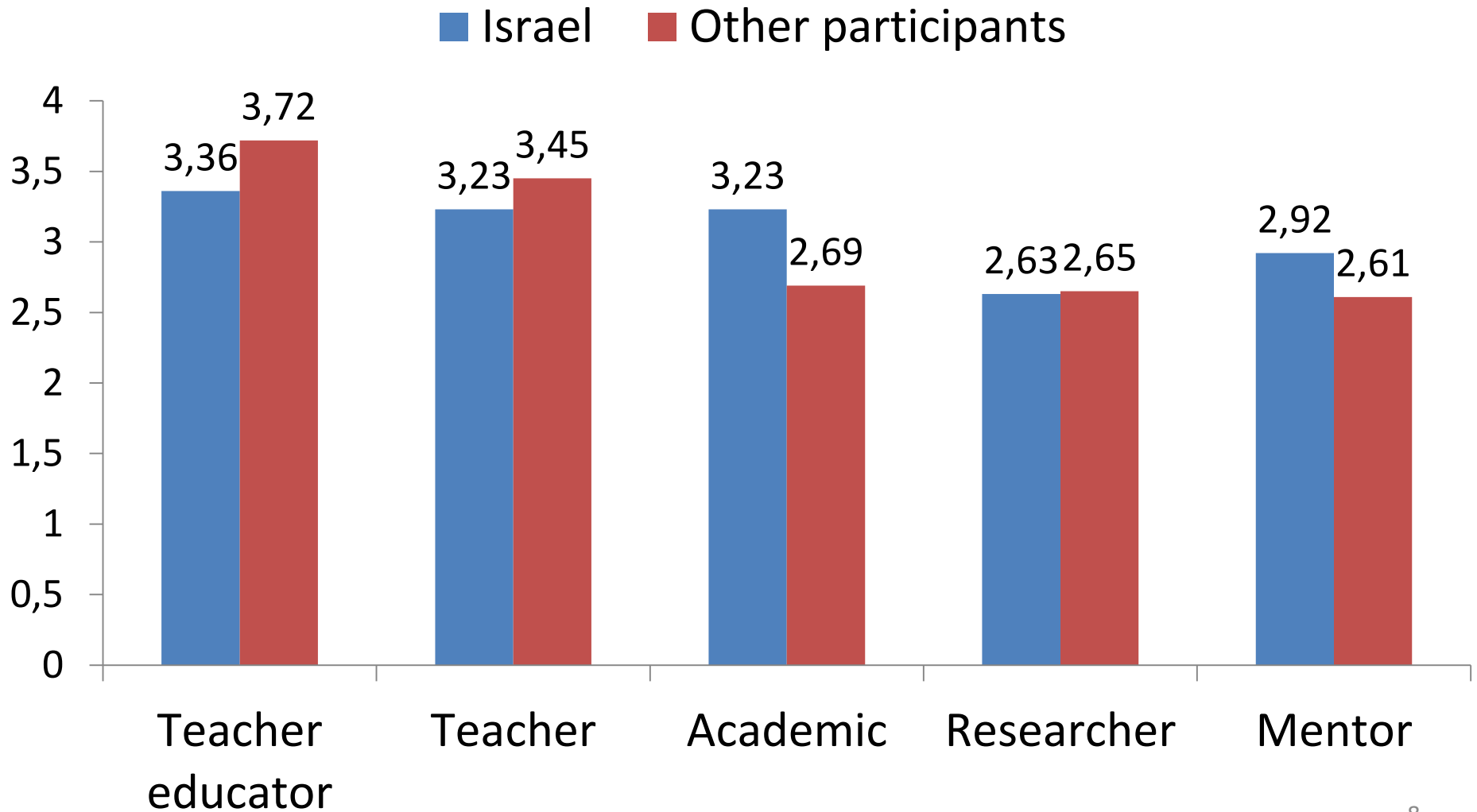
- 73% women
- 82% hold Ph.D.
(as opposed to 44% in Israel's colleges of education)
- 60% have full positions
- 74% have previous experience in teaching.
- Mean experience of 12 years as TEs



Results

1. *Role Perception*

- Israeli TEs find “teacher educators”, “teachers” and “academics” as better descriptions of their roles than “mentors” and “researchers”
- In comparison with other participants, Israeli responses are more evenly distributed among labels: They view themselves more as academics and mentors and less as teacher educators



2. Satisfaction with PD opportunities

- Israelis' level of satisfaction is medium-high:
62% expressed satisfaction (M=3.80, SD=1.21)

3. Interest in further PD

- Israelis' level of interest in further PD is high:
84.5% expressed positive attitudes (M=4.88, SD=1.15)

These responses are similar to other countries

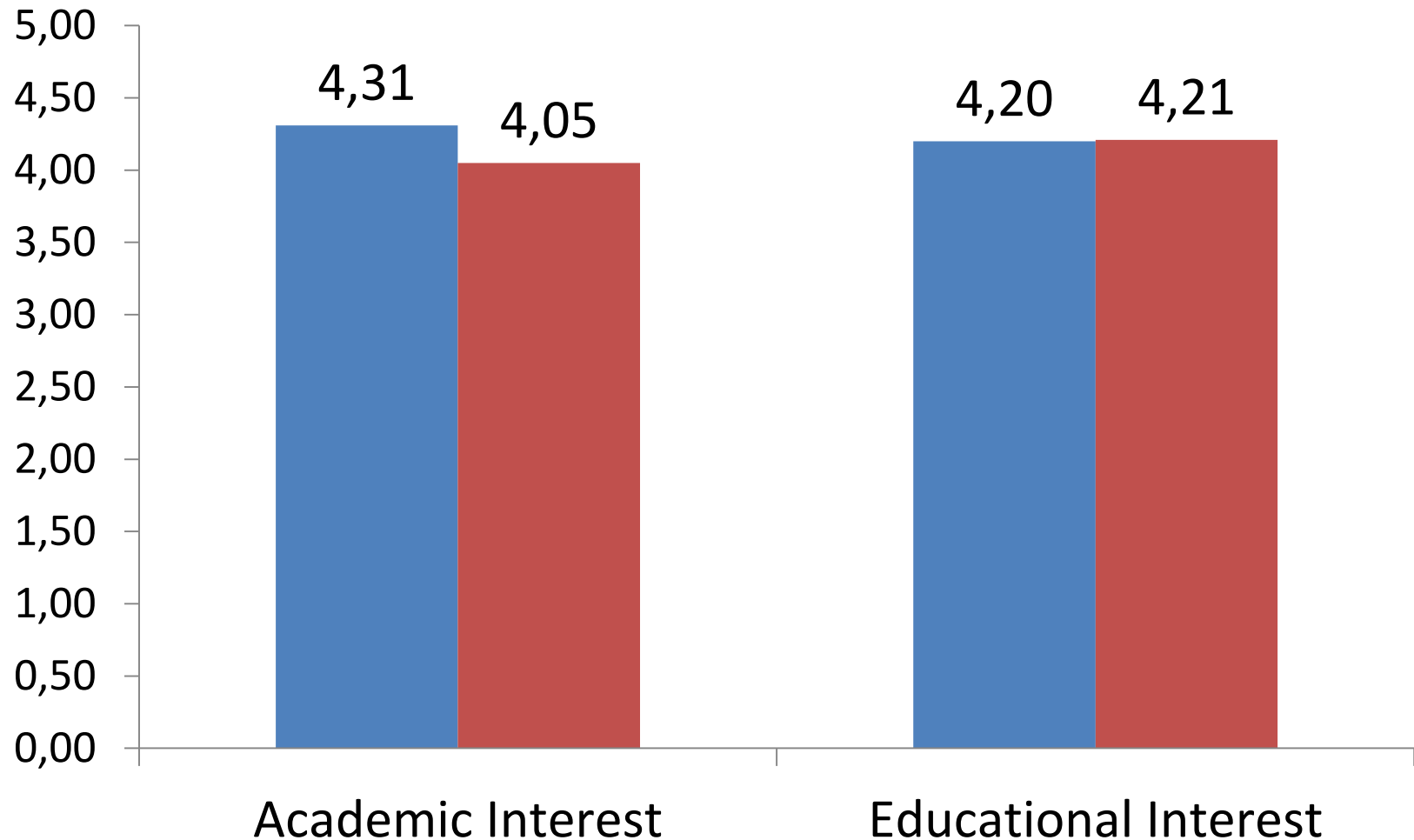
4. *PD preferences*

The highest ranking options are:

- Personal reading (M=5.09, SD=1.05)
- Academic writing (M=4.67, SD=1.07)
- Informal conversations with peers (M=4.60, SD=1.23)
- International exchanges (M=4.60, SD=1.32)



■ Israel ■ Other participants





Higher Interest

Lower Interest

Academic

Academic writing

Conference presentations

Research skills

Reviewing papers

Educational

Researching my own
practice

Informal conversations
with peers

Subject knowledge

Observation by and of
colleagues

Other

Online learning

Academic administration



4. Factors affecting PD preferences

- Time constraints
- Location
- Providers
- Cost
- Networking opportunities
- Possible salary raise
- availability of staff to cover their absence



Discussion and Conclusions

Although “researcher” is not their preferred role description, Israelis are highly interested in research related activities

Personal background as well as current assessment and promotion policies shape TEs' PD preferences

These policies need to be adapted to the diverse roles TEs need to perform in order to provide high quality education to future teachers