

WHAT HAS CHANGED IN ISRAEL SINCE THE OFEK HADASH REFORM

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Abstract: This article is based on my doctoral dissertation, entitled: "The Impact of the "New Horizon" Educational Form in Israel on Several Aspects of the Professional self-awareness of Early Childhood Teachers in Israel".

Key words: New Horizon, professional self awareness, kindergarten teacher, System components in the New Horizons reform, changes since the reform

Implementation of the reform process of New Horizon

This article is intended to present a snapshot of what has changed since the beginning of the New Horizon reform in kindergartens at the level of the individual components of the reform and their impact on the self-awareness of early childhood teachers.

The descriptions and assessments addressed the actual situation, differences in performance levels in the various kindergartens and the satisfaction of preschool teachers from each of the new horizon components.

According to the study, the findings led to the division of the components into three groups: components that are mainly implemented by the system, components that are mainly implemented by the kindergarten staff, and meetings with the parents - a component that is only partially implemented.

System components in the New Horizons reform for which the system is responsible were staff salaries, extension of the working day and training for the implementation of the reform.

The findings show that the element of raising the salaries of preschool teachers is almost fully realized: most kindergarten teachers have indeed reported that their salaries have risen following a new horizon. However, the level of salary satisfaction and social conditions among early childhood teachers was not high.

The positions of the early childhood staff regarding the extension of the kindergarten day were varied and complex and reflected the dilemmas prevailing among early childhood teachers in this field. On the one hand, most preschoolers do not rule out extending the day of activity in the kindergarten, and there is a trend of more positive perceptions as the reform takes root, due to the Achilles' day extension focused on feeling the kindergarten staff reported the dire consequences of prolonging the school day in terms of fatigue and hunger among children. Erosion and migration. In the burden placed on the kindergarten staff, and the inability to include in the additional half hour the cumulative and necessary activities they added to the reform.

The guidance is perceived by most preschool teachers as a positive factor, both in terms of frequency and content, and there has even been an improvement in these attitudes. Preschool teachers' satisfaction with professional support was high as well.

New horizon components whose degree of dependence depended solely on the actions and conduct of early childhood teachers and early childhood teams - included writing and working on a program, working in small groups, individual work and documentation. The overall picture of these elements is of the team's attempt to achieve the reform objectives. The staff's attitudes towards these components are mainly positive and there is considerable improvement in most areas. However, staff attitudes toward these components included different shades that required rethinking their ways of applying them in genes. The vast majority of preschool teachers report the existence of an annual work program in kindergartens, and most declare that they themselves have prepared it. Early Early childhood teachers see the preparation of an annual work plan as a factor that helps with the day-to-day activities in the kindergarten. They even test it on actual performance, and do not see it as a disruption to their spontaneity at work. The disadvantage of preparing an annual work plan is the considerable time it takes to prepare and support everything related to its construction. The data also indicate a less positive attitude of preschool teachers towards the annual preschool work plan, and thus fewer preschool teachers report that they had the appropriate tools to build the annual work plan, that helped prepare it and that they compared it regularly for actual application.

Working in a small group is seen by most preschool teachers as one of the basic and meaningful tools of early childhood work. Although they believe that the frequency of meetings required in the new horizon outline is too high, most report that they eventually reach the goal of reforming this aspect despite the difficulties of early childhood teachers as to the conditions under which group meetings take place. Finally, the attitudes of early childhood teachers regarding the contribution of early childhood group sessions, early childhood relationships with children, and their support for reinforcement and emotional, pedagogical, and social support are very positive.

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

The documentation is perceived as a significant innovation and a key component of the program, and most early childhood teachers document the early childhood structure as required. However, they consider documentation a difficult and burdensome task.

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

Impact on a Preschool Teacher's Self-Awareness Professionally - The changes in early childhood behavior following the implementation of the reform are generally

positive and that only a limited number of aspects have deteriorated. During the years of the reform, the satisfaction of early childhood teachers rose from wage levels and social conditions (albeit relatively low), from the extension of the kindergarten day, the frequency of training to the implementation of the reform and the quality of software. The negative attitudes of the kindergarten staff regarding the impact of the reform on child fatigue and workload and kindergarten staff fatigue were also moderate.

According to early childhood teachers, there has been an improvement in the conditions in which group meetings are held, as well as positive attitudes towards the contribution of group meetings to early childhood management,

early childhood relationships with children and emotional strengthening

Pedagogical and social support for children in individual child care conversations - even though the personal conversations take place. Less preferred compared to the conditions of group sessions, even preschool teachers have adapted...

Regarding documentation - Despite the mainly negative attitude towards documentation, early childhood teachers are satisfied with their early childhood activities, cooperation and degree of familiarity with early childhood and this indicates a positive trend and a positive professional self-awareness.

Summary

This article describes the situation over 11 years after the full implementation of the "New Horizon" reform in kindergartens. The descriptions and evaluations in the study addressed the changes that occurred in early childhood following the reform, the differences in performance levels in the various kindergartens and the satisfaction of early childhood teachers from each of the new horizons and the reform as a whole. Special emphasis was placed on the developmental aspect of the early childhood reform process, analyzing the changes that occurred during its eleven years of implementation, in order to draw informed conclusions about the effects of the reform on early childhood teachers' self-awareness.

The overall picture emerging from this study presents a complex approach of early childhood teachers towards the whole reform and its specific components, but there is a trend of a positive transition to most of its aspects during its eleven years of

implementation. The spirit that comes from early childhood teachers is the desire to continue the reform while introducing changes in some of its components.

The study points to various aspects that you have received and enjoyed the positive impact of the reform on the garden life and well-being of all involved. At the end of eleven years of implementation, most preschoolers support the continuation of the reform and this indicates a positive professional self-awareness.

11 years after the start of the reform - preschool teachers express quite high satisfaction with their professional situation and the organization of the working day. Early childhood teachers saw high satisfaction from the professional support they receive at work, from their professional development, the relationship with the parents, the sense of autonomy in their work as early childhood teachers and provide planned activities in kindergarten.

The prevailing feeling among early childhood teachers is that reform has a positive impact on their cognitive, emotional and social development, with a moderate positive change over the years. Early childhood teachers also report positive perceptions about the impact of New Horizons reform on human relations among all involved in early childhood activities, in terms of the quality of their interaction with children, early childhood teamwork, parent-teacher relationships and their familiarity with early childhood. . . In all these aspects there is a positive and stable trend among the various parties throughout the years of reform.

Extending the activity day is not seen as a negative factor among most preschoolers and there is also a trend towards more positive perceptions in this aspect when the reform has taken root.

Positive attitudes have also been raised about the annual work plan, which most early childhood teachers build themselves. Most of them also report on group meetings as often as required in the New Horizon outline, as well as on the attitudes of preschool teachers regarding the contribution of preschool group meetings, the relationship with preschool, children and emotional, pedagogical and social support.

Most preschool teachers have one-on-one conversations with preschoolers, but often less than the new horizon outline requires, and like group meetings, most

believe that reform has increased the frequency of personal conversations to a sufficient level.

On the other hand, reform has a number of weaknesses, which require re-examination and systemic intervention. The degree of satisfaction of preschool teachers from the social and societal conditions was not high, the staff was greatly affected by the dire consequences of extending the school day in terms of fatigue and hunger among children, the increase in load and burnout. The mitzvah of the garden. In addition, the preparation of the work plan is perceived as a negative factor in terms of the time required to prepare it.

Another weakness of the reform concerns the frequency of group meetings, and although individual conversations are perceived by early childhood teachers as a positive and significant factor and the vast majority agree that the personal conversation brings with it renewal, the conditions for conducting individual conversations appear. By preschool teachers as less comfortable.

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