Thesis submitted for the degree of

Doctor of Philosophy

at the University of Leicester

by

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School of Education

University of Leicester

December 2003

UMI Number: U187830

UMI

Dissertation Publishing

ProQuest®

The Contribution of Teacher Training to Special Education Teachers' Performance in the Roles of Leaders and Managers of Interdisciplinary Teams

By **Leora Lev**

Abstract

This action research examines the special education teacher's role perception as manager/leader of an interdisciplinary team. The need to examine the "problem sensation", which was defined and verified in this study, resulted from the implementation of the special education law in Israel (1998). The study examines the effect a training process has over the development of the special education teacher's leadership skills, if it includes: a place where the teacher is heard, empowerment processes towards realizing a sense of personal capability, a reflective discourse, knowledge and skills acquisition, and developing beliefs and positions regarding the leadership of an interdisciplinary team.

The study's findings were documented using three case studies, each based on the conclusions of the previous one, all interlinked by a category layout formed in the Pre-Test phase. The category layout formed the basis for all the content analysis of the participants' discourse, and pointed to the existence of a "problem sensation" regarding the change process/style they experienced.

In all three-research cycles, the majority of the discourse regarded the role perception as influenced by coping with the need to lead a team and lead change in a team. A direct connection was found between the intensity of the sense of capability to lead a team, and the level of coping with conflicts while performing the role. There was a noticeable difference in the change process style the two groups underwent. The power of the team was accentuated and there was an awareness to the knowledge and skills acquired.

The study's conclusions show: (1) the direct connection between the special education teacher's sense of personal capability and her leadership behavior, (2) a demand for reassessing the special education teachers' training program regarding management and leadership roles, (3) a need for a formal assistant training program, which would be a formal term for their employment.

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Acknowledgements

This research study has been a long and fascinating journey of personal and professional development for me. In describing the path I have followed and its conclusions, there is an added value to the special education system. Now that I have come to the end of this path, I would like to thank all of you without which I would not have come this far.

First and foremost, I would like to thank my husband Eliezer, for his limitless support, empathy and listening for the entire duration of this study, in the practical as well as the spiritual aspects. Special thanks is owed to my mother Miriam, to my children – Eran, Nadav, Sivan and Omer, for their encouragement, their tolerance and the support they gave me during the long hours I spent in front of the computer screen and the times I was away studying, even during difficult times when they needed me there.

This study would not have been possible without the deep understanding of the genuine need and practical assistance in the primary planning, and in accompanying the process and the evaluation of the different study circles by the special education inspectors, Mrs. Adina Bar-Alia and Mrs. Yeara Halamish.

The fertile ground for my personal and professional growth, I attribute to the open ear, the supporting shoulder and the constant feeling of "togetherness", lighting the way for me during times of uncertainty. These were all bestowed to me by my very close friends, on a professional as well as a personal level, Riki Klein-Sadeh, Tzafrira Gay, Tova Greenfeld and Gila Hannunah. Special thanks and warm regards to those who participated in the case studies: for their responsiveness, authenticity, collaboration and limitless aid in leading the different processes. Without them, this study would not have been realized.

To Dr. Morrison and Dr. Lufthouse – many thanks for their guidance regarding scientific writing skills and research methodology, as well as the reflective questions and large amount of encouragement I have received from them throughout the entire course of this study.

Introduction

The development of leadership and management skills is an essential requirement in the moulding of the professional image of the special education teacher / kindergarten teacher. This requirement is a result of the changes in the worldview of special education and the changes that have taken place consequent to the practical application of the Special Education Law (1998) in the State of Israel.

A. Developmental Directions in Ordinary and Special Education in Israel against a Background of Universal Philosophical and Historical Changes

Until the establishment of the State of Israel, the institutions of special education in the country operated out of a feeling of social responsibility and on a voluntary basis, with absolutely no diagnostic process based on professional knowledge.

In 1950, two years after the establishment of the State of Israel, the Ministry of Education inaugurated the Department of Special Education and started to develop diverse frameworks for special education: special education kindergartens and schools were established specifically for children suffering from behavioural problems, emotional problems, mental illness (in psychiatric hospitals), retardation (non-severe to severe), autism, hearing impairments, sight impairments and physical handicaps accompanied by multiple problems (Margalit, 1994).

These special-education frameworks were established by power of the Mandatory Compulsory Education Law, according to which every child aged between 5 and 15 years old was granted the right to free education. This entitlement is based on the values of a democratic and pluralistic society that allows for the granting of equal opportunities to all persons and that accepts the 'out of the ordinary' that live within it. The educational policy that accompanied the spirit of the Compulsory Education Law was indeed based on equal opportunities for all and on uniformity in the allocation of resources to the ordinary education frameworks, in the syllabi, and in the methods of teaching and evaluation. The policy also included a clear program for the training of teachers and clear requirements

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regarding the formal quality of their skills. This uniformity resulted from the necessity of transforming the education system in Israel into a 'melting pot' that would steer immigrant and native-born pupils towards identifying with the Hebrew language and Israeli and Jewish culture. The possibility of providing differential treatment for immigrant groups coming from different cultures was rejected outright (Schmida, 1987; Peled, 1984; Rand, 1988; Kashti, 1996; Adar, 1978; Elboim, 1985).

The special-education worldview in Israel in the 1950's and 60's was oriented towards a patronising approach, based on the categorical medical approach, which emphasises the need for a medical diagnosis defining the child's disability. The type of educational framework to which the child would be referred and the aims and methods of treatment for his/her rehabilitation would be determined in accordance with this definition (Reiter, 1999). This approach differs from the psycho-educational approach, which is based on the holistic perception of the SEN child and which stresses the child's strong and healthy skills. Reinforcing the SEN children's stronger areas teaches them to overcome their difficulties and to adapt and integrate into society (Zachs, 1992; Reiter, 1999). This approach emphasises educational and rehabilitation processes relating to the cognitive, physical, behavioural and social spheres. The transition from the medical approach to the psycho-educational approach, which was accomplished in a moderate and gradual process, only evolved place in the 1990's, following the legislation of the Special Education Law in 1988. This law determined the right to education for SEN pupils between the ages of 3 and 21 and defined the special services (pedagogic, educational and paramedical) to which they are entitled.

The egalitarian ideology that was widespread in Israel during the 1950's was replaced during the 1960's by a more pragmatic, modern and democratic policy. This new policy was oriented towards granting realistic equal opportunities for pupils from different groups and towards applying differential educational and pedagogic methods and adapting them to the special needs of different populations. The emphasis during the nineteen sixties and seventies was placed on the individualisation of pupils with above average abilities on the one extreme and of the low achievers on the other extreme. The change in the pedagogic approach during these years was due to the need to adapt the education system in Israel to the modern pedagogic approaches that had developed around the world.

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Another reason for this shift was the need to change the egalitarian policy that it had been adopted hitherto following extremely low measurements in learning achievement tests among pupils from deprived socio-economic strata and cultures. Israel attempted to adopt and implement treatment approaches applied by the United States and Western countries for coping with similar populations. On the one hand the Ministry of Education emphasised excellence and set up elitist frameworks; on the other hand, in 1963, it coined the definition 'culturally deprived children' – i.e., pupils requiring pedagogic support and nurturing in excess of the investment placed in ordinary children in the ordinary education system. Huge resources were earmarked in order to implement this policy (Schmida, 1987). It was clear that the emphasis placed on excellence, on the realisation of personal potential and on the response to special needs was categorical, rather than individual. Resources were granted with the aim of nurturing the 'culturally deprived population', gifted children and elitist trends in education.

The definition of the 'culturally deprived' population as a population requiring support beyond the ordinary educational programme is closely linked to the development of special education in Israel. This is particularly evident when defining which SEN children should be treated by the special education system and which children require pedagogic and learning support provided through the ordinary education system. Proper differentiation requires a high level of professionalism in the diagnosis of the children's skills and in the identification of the source of their difficulties – whether congenital, developmental or due to cultural failure. This dilemma still occupies the ordinary and special education systems to this day (Schmida, 1987).

The wish to reduce the social and learning gaps and to modify teaching and pedagogic approaches, balanced against the economic and security needs of the state, led to the introduction of the reform in the education system. This reform was evident in the 1970's in the form of a structural transformation in the education system into an integrative system, the extension of the compulsory education law, and the formulation of an integrative secondary education law. The integration policy as a dominant approach was realised by setting up heterogeneous classes in primary and secondary schools and establishing purpose-built integrative middle schools. The basic guideline for operating the integration

policy as an educational strategy was that the composition of the class should constitute a relevant, learning and educational resource that would influence the allocation of other resources, their effective utilisation, and the standpoints and behaviourism of the pupils and teachers (Schmida, 1987; Kashti et al, 1990). Two problems caused difficulties in the implementation of the integration policy: The first problem was due to public and political opposition, as well as opposition in some of the localities in which the programme was operated; the second problem centred around the work of the teacher in the heterogeneous class. Heterogeneous classes oblige the teacher to modify the pupil's learning processes by using alternative methods of teaching and evaluation adapted to the pupil's level, skills and learning style and aimed at maximising his/her potential (Kashti, 1990). This process requires an understanding of diversity in learning processes and of how to relate to the individualisation of pupils and to excellence (Rich et al, 1989). Such a change obliges the intervention of the school leadership on a level that will determine and lead policies with an integrative and inclusive vision. It also requires an effective school climate (Yogev, 1988; Chen, 1991). Frontal teaching methods must be replaced with group teaching and achievements must be evaluated according to level. These principals are fundamental for the mainstreaming of special education needs (SEN) pupils in the ordinary school system. During the 1970's special education classes were indeed set up in ordinary schools and hearing-impaired children were first included in ordinary classes. However, the real change in the perception of the heterogeneous class, in the method of teaching and evaluation based on the needs of the individual pupil learning in the class, and in the acceptance of diversity, only began to take place in the 1990's, following the mainstreaming policy contained in the Special Education Law (1988). (Avishar, 1999).

The integration policy suffered and is still suffering from harsh criticism, since in practice, it relies on the integrative positioning of the diverse pupils. In other words, pupils were placed together in schools and learned in integrative classes. Teachers and school principals were given professional advancement courses on teaching methods suited to integrative classes. However, although the schools started teaching in small groups and groups adjusted to levels of knowledge and capacity, frontal teaching and the demand for uniform achievements was still the common practice in some middle schools. The present trend is that some subjects

are learned through research projects written by the pupils. Despite this trend, no attempt is currently being made to nurture the uniqueness and diversity in individuals with respect to the aspects in which they excel (sport, art, other skills) that would contribute towards the success of the integration (Chen in Kashti, 1997).

The implementation of the concept of integration with respect to SEN pupils was realised by placing these pupils in special classes in ordinary education frameworks with the aim of advancing them. Although they did learn in these frameworks, no special social programmes were structured that would promote their integration from the emotional, behavioural and social perspectives.

Until the mid 1960's, the categorical definition of the 'abnormal child' was the accepted term (Margalit, 1994).

A change in the perception of pupil diversity occurred in the mid-sixties as a result of the development of the 'Normalisation Principle' in by Nirje and Mickelson in Scandinavia and Volfsvenger in the USA (Ronen, 1997; Reiter, 1999).

This concept, which first developed in the 1960's in Scandinavia, expresses the aspiration of enabling the most normative lifestyle possible for the abnormal individual from the educational, rehabilitative, social and cultural perspectives. Witnessing the integration of impaired and disabled persons into the 'normal' community with, and in spite of their impairments/disabilities was, according to their vision, the realisation of the ideal of the entitlement to live in a pluralistic and democratic society in which every person can live his/her chosen lifestyle (Ronen, 1997; Reiter, 1999; Margalit, 1994).

The new policy for treating SEN pupils based on this concept was implemented in the USA through the legislation of laws advocating equal rights and opportunities, while placing pupils with disabilities and impairments in ordinary education frameworks in order to advance them and prepare them for normal life.

This approach has been criticised in both Israel and other countries. The criticism focuses on two major aspects of the concept of the including the exceptional child in keeping with the normalisation principle. The first target of criticism relates to the fact that the mainstreaming of exceptional pupils is defined within the context

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of normalisation as a goal, rather than as a means to achieve this goal. The concept of normalisation is based on the behavioral approach, according to which the caregiver / society determines the norms with which the exceptional individual must comply, meaning that he/she does not develop his/her own personality. Thus, despite the fact that the approach is based on the principles of social justice and on granting similar educational opportunities for all pupils, as required by democratic societies, it does not take account the concept of personal freedom and of nurturing personal uniqueness.

Those supporting this approach still consider that the objective of normalisation is to enable exceptional and disabled children to achieve maximal independence in their functioning and in their adaptation to the norms of society, its culture, and the technologies developing therein. Self-realisation, a feeling of satisfaction and the establishment of personal relations are considered to be the by-products of the normalisation process and do not constitute an aim in themselves (Reiter, 1999).

The awakening of the world to the subject of the treatment of exceptional individuals as a result of the concept of normalisation principle led to strong criticism of the special education system in Israel, due to the categorical medical approach prevalent at the time. There was an urgent need to clarify the terms 'exceptional', 'handicap' and 'impairment'; to process the theoretical model for the education of SEN children; to thoroughly analyse the social perceptions and attitudes regarding exceptional individuals; and to develop a philosophical perception that views the SEN child as an individual possessing skills, inclinations, ambitions and interests that must be adapted to the environmental conditions in which he/she is educated and develops.

This criticism of the concepts of special education and of the implementation of the policies relating to the education of SEN pupils in Israel led to the establishment in 1976 of a special committee of experts to redefine the concept of the exceptional child and the aims of special education. This committee was the first to demand individualisation in the treatment of SEN children, creating the first crack in the special education frameworks towards the integration and adaptation of individualised and special curricula aimed at advancing SEN children through mainstreaming. The regulations issued by the Ministry of Education as a result of the committee's work determined that 'the assessment of

the SEN child must be functional and not categorical, in other words, it must be based on the child's impaired and standard functioning in the cognitive, physical and emotional areas .'

The aim of special education was defined as the preparation of the child for a significant life by means of special and unique teaching methods and by targeted treatment aimed towards the child's social rehabilitation. The child would be defined as needing special education not according to his definitions, but according to his special needs. This view is compatible with the personal approach, which is based on personal attention, regard for uniqueness, and mutual relations between the system providing the treatment and the individual being treated.

The new definition of the exceptional child and the changes in the aims of special education have also contributed towards the shifts in the perception of the special education frameworks, from a clinical, rehabilitative and segregative approach to an educational, treatment and rehabilitative approach. This revised approach is affected by providing special services (pedagogic and paramedical) to pupils with special needs, whether in the special or ordinary education framework (Reiter, 1989). The city of Herzlia began to operate inclusive classes in which pupils suffering from learning disabilities and emotional difficulties learned together with normal children from kindergarten through to ninth grade. This model was expanded to another 111 classes throughout the country (Lipschitz, 1984).

During the 1980's the movement advocating the full inclusion of all SEN students in the ordinary education system took on more force. Full inclusion means the inclusion of pupils with special needs, disabilities and impairments, ranging from severe to very mild. The concept at the basis of this perception is that of the provision of equal educational opportunities, which is a moral value that must be fulfilled unconditionally. Every exceptional individual is entitled to be mainstreamed in an ordinary framework – mainstreaming is a right, not a privilege. This movement spread among Western countries, including the USA, Canada, Italy and Sweden, and led to the closing of remedial boarding schools and remedial classes in hospitals, with the SEN children being placed in special education and mainstreaming schools. At a later stage the special education schools were reduced in number. The most popular approach was that of

mainstream pupils with mild retardation, learning difficulties and mild behavioural disturbances in the ordinary education system. This policy of maximal mainstreaming in ordinary education was also incorporated into the education policy in Israel.

The criticism against the inclusive approach resulted from the outcome of the implementation of the program. For instance, in Italy, in which special education schools were closed down, it was reported that parents opened private special education schools for their handicapped children, since the ordinary education system was unable to advance them as anticipated. In Sweden, in which total mainstreaming was also practised, the exceptional children actually learned in separate groups with a special teacher. Places that had operated a stepped form of mainstreaming, based on the pupil's difficulties and abilities, had to introduce a radical change process. This involved restructuring the organisational system of the ordinary education framework, redefining the concepts connected with special education, and examining the system of interrelations between the ordinary and special education systems. The role perceptions of teachers in both ordinary classes and special education had to change. Work methods had to be modified from autonomic and individual teaching to team teaching and co-teaching and a change was required in the teaching methods generally practised in ordinary classes (Reiter, 1999; Ronen, 1997).

It should be pointed out that comparative studies conducted from the mid-1980's through to the mid-1990's did not produce unequivocal results with regard to the extent of the emotional, behavioral, and learning progress of mainstreamed SEN pupils as against those who learned in special classes. Baker & Zigmond (1995, in Ronen, 1997) conducted a survey in five American schools in which learning disabled children were included. They claimed that they observed very little teaching that was specifically adapted and delivered on an individual basis to children with learning disabilities. They further stated that they saw virtually no specific, direct, individualised or intensive remedial teaching delivered to children with obvious difficulties and that any help given was done so out of a pragmatic approach and not in keeping with the philosophy of special education. Other studies have shown that although pupils suffering from severe handicaps and impairments did in fact achieve the objectives set by their indevidualised special program (ISP), they were not integrated from the social perspective. If this is

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indeed the case, it may be asked why mainstreaming is necessary, since similar results are obtained in special classes and in special schools (Ronen, 1997).

A.1. Special Education Law

Despite the onset of the mainstreaming process and the expansion of the special education system, parents, teachers and professionals continued to claim that a need still existed to formulate a law defining and obliging a clear policy on the subject of special education and the inclusion of SEN individuals. Consequently, on July 12, 1988, a new and comprehensive law, 'The Special Education Law' was passed by the Israeli Knesset (parliament).

A.1.a. Issues that the Law Set Out to Correct

1.   Prior to the legislation of the Compulsory Education Law relating to the ordinary education system, 7% of all pupils learning in the ordinary education system were transferred to the special education system. This was primarily due to two reasons:

- The frontal teaching method practised in the ordinary education system that strives towards uniform and achievement-oriented education and pushes out those pupils who are not suited to this type of education

- The special resources made available to the special education and the professionalism of the teachers employed in that system.

2.   The system adopted a categorical model in all matters connected with the placement of pupils in special education frameworks, i.e., pupils were placed according to the type of impairment and its severity. This categorical process led to the establishment of special schools and special classes that were characterised by the specific types of treatment available for specific disabilities or abnormalities. This situation meant that children who did not live near the specific special education framework often had to travel long distances and could not be integrated into the community in which they lived. Such children were rarely mainstreamed and when this did occur, it was dependent on the parents, or

others to whom the subject was close to their heart, having taking action and responsibility.

3.   The law institutionalised the process of pupil placement. Until the legislation of the law there were no clear rules regarding placement, leading to situations in which pupils were placed randomly in special education frameworks that were not always suited to them. Parents had no status on the placement committees and it was the psychologist who set the tone and made the decision. This approach was the outcome of the medical approach, which was widespread in Israel before the special education law was passed.

4.   Until the special education law came into affect, there was no legal obligation to structure an individualised study programme adapted to the needs of each individual pupil learning in the special education framework. Individualised curricula were only formulated as a result of personal or local initiation.

5.   The budgets allocated to special education were not defined according to objective, resulting in a situation in which there was wastage on the one hand and shortages on the other hand.

6.   The treatment of the population of SEN pupils was divided between authorities: the education system (responsible for education); the health system (responsible for the provision of medical and paramedical services); and the welfare system (responsible for rehabilitation and training in preparation for life). Very often the treatment fell between the three authorities and the problem-solving process was not relevant, effective or efficient.

7.   The approach towards the rehabilitation of these pupils was incompatible with the perception of a quality life; the rehabilitation was paternalistic in character and presented work solutions that were monotonous, non-creative and non-productive.

A.1.b.   Aims of the Law:

1.   To define a clear policy in all matters connected with the education of pupils with special needs, particularly in the area of budgets and the placement of these students.

2.   To ease the integration process for SEN pupils into society and into the world of work.

3.   To determine the right of SEN pupils to free special education and to determine the responsibility of the state to provide them with such education, including dealing with their developmental needs (medical, paramedical, rehabilitation, training needs), without splitting the responsibility among the government ministries.

A.2.   Achievements Accomplished by the Law

The law provides solutions to many of the problems typical of the situation prior to the law having been passed:

The law has institutionalised working procedures for the placement committees and determined their composition - i.e., three administration representatives, three professionals and a representative from the National Parents' Association. It obliges the committee to invite the parents in the meeting and to provide their professional representatives with all the materials that are to be discussed and have been discussed in the meeting. The decision concerning the placement of the child in special education, and the reasons for such decision, must be delivered to the parents in writing.

The law defines the educational, medical, paramedical, rehabilitation and other procedures, needs and services to which every exceptional child from the age of 3 to 21 is entitled and for which the state is responsible. The Ministry of Education co-ordinates the medical and rehabilitative dimensions for which the Ministry of Health and the Ministry of Welfare are responsible. The law has determined that the Ministry of Education and the local authorities must share the responsibility for the establishment of institutions of special education. The Minister of Education has the authority to oblige a municipal authority or a number of authorities together to establish an institute of special education in their area.

By determining a policy of maximal mainstreaming of SEN children in ordinary education and formulating a legal framework for structuring ISP for all pupils learning in special education, the law has contributed towards the shift from the clinical categorical model to the psycho-educational model.

A.3. Consequences of the Wording of the Law and Method of Application

A.3.a. Quality of Life for the Exceptional Adult

According to the Special Education Law - 1988, the purpose of special education is to "... promote the skills and abilities of the child with special needs, correct and improve his physical, mental, psychological and behavioral functioning; provide him with knowledge, skills and habits, and instill in him the modes of behavior accepted by society with the aim of easing his integration into society and into the work market".

This clause in the law furnished the special education system with the objective of integrating the exceptional adult into the community and working world as a goal, and not as a means. Despite the fact that the law does not define the way in which the adult with special needs should be integrated, this objective obliges the special education system to structure a worldview based on the humanistic-educational model. This model places the emphasis and focus on the individual's personal resources and integral personality. It also stresses the attitude of the environment – society, education and rehabilitation systems – towards the exceptional person. The environment must enable the exceptional individual to overcome his/her difficulties with dignity and must support his/her personal development as a holistic entity that develops and realizes himself/herself - and not only as a functional entity, as was the custom until the 1990's. For this reason, teaching, treatment and rehabilitation programmes for pupils in the special education system must be based on the principle of respect for the individual as a person of value, due to the very fact that he is human. The SEN child must be perceived as having the potential for rational thought, the capability of reaching an understanding regarding his own behavior, autonomous judgment, and behavior that is controlled and oriented towards the goals that he has set himself (Reiter, 1999). The objective is that the pupils will be capable of living quality lives on

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the completion of their studies in the special education frameworks. Quality of life depends on the development of internal processes (attaining a feeling of self-realisation through feelings of worthiness and capability, uniqueness, and the autonomy to desire, choose and decide) that will enable external behaviour compatible with the environmental conditions and maximal integration into the community (Reiter, 1989; 1999).

A.3.b. The Trend of the Law on the Subject of the Mainstreaming of SEN Pupils

The Special Education Law (1988) was formulated in the spirit of the American Law, i.e., mainstreaming, but not at all costs. The law leans towards the structuring of an optimal mainstreaming programmer within the ordinary education framework, based on the skills and abilities of the pupil. In the words of the law: "When deciding on the placement of an SEN child, the placement committee will give preference to placing him/her in a recognised institution of education that is not an institution of special education". (Special Education Law, 1988, Section 3, Clause 2). Detailed directives for implementing mainstreaming were first publicised in the Director's Circular (Ministry of Education) 4 to 5 years after the law had been passed, i.e., between 1992-1993. The directives express the aim of providing a solution for all SEN pupils (in the intellectual, physical, behavioral and emotional spheres) in ordinary education frameworks, by force of law.

Examination of the wording of the law uncovers an internal conflict between the guiding principles and the directives for implementation (Brandes & Nemser, 1996). The difficulty in the wording of the law is reflected in the fact that it determines a preference for the integrative educational approach over the segregative approach, yet defines the entitlements of SEN pupils who are learning in special education frameworks. On the one hand, the law prefers that SEN pupils be mainstreamed in ordinary education, while on the other hand, it determines that pupils with special needs are entitled to free special education between the ages of 3 and 21 only having been placed in 'an institute of special education'.

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Another problem connected with the wording of the law dealing with the culture of mainstreaming arose as a result of the disparity and tension existing between organic and physical mainstreaming and interpersonal and social mainstreaming. A permanent committee of the Ministry of Education Pedagogic Secretariat was established in May 1989 in order to implement the culture of the law in practice. The recommendation issued by the committee was to prepare the community and the education system in readiness for the implementation of the mainstreaming programme. The education system was recommended to prepare a suitable managerial system to implement the mainstreaming programme and to formulate a training programme to train ordinary teachers, head teachers and inspectors. These recommendations were based on a wide range of professional literature dealing with the implementation of the mainstreaming programmes in Israel and in other countries (Avishar, 1999). An annual master plan was submitted in 1989, but was rejected immediately due to the huge budget that would be needed in order to implement it. A new master plan was submitted and approved in 1994. The aim of this plan was to effect the full implementation of the law, including co-ordination of the budgetary aspects and analysis of the needs of the target population. It incorporated three basic principles for implementation: Implementing mainstreaming while emphasising treatment within the ordinary framework and minimising referrals to the placement committee; creating conditions that would allow for flexibility in the provision of services; and determining a differential 'basket of services'. (Brandes & Nemser, 1996).

Despite the strict attention given to the formal process involved in the placement of SEN pupils in special education, or alternatively, to the method of integrating them into ordinary education frameworks (State Comptroller's Report, 1993; Brandes and Nemser, 1996), excess placement in special education frameworks is still evident. This is apparently due to two main reasons, the first being the connected with the significant addition of resources (basket of special education services) provided in the framework of special education only. The second reason is connected to the helplessness demonstrated by the regular education framework in coping with the educational, emotional and social integration of SEN children in ordinary kindergartens and classes (Avishar, 1999).

The mainstreaming policy adopted by the law has led to opposition on the both the part of experts in special education and of committees and organisations representing different types of abnormalities. These entities are concerned primarily about the reduction or abolishment of auxiliary frameworks and services that respond to the special needs of many of the pupils. Parties who support maximal inclusion are formulating models representing the concept and are implementing them in various schools.

A solution must be found to solve the conflict between the trend towards increasing achievements in the education system (i.e., implementation of stricter methods of assessment, clamping down on conduct in schools, changing the school structure and increasing teacher involvement in pedagogic and managerial decision making) and the mainstreaming of SEN pupils in ordinary schools.

The question is whether decisions on the school, local or governmental level regarding the allocation of resources will be to the good of the SEN pupils. These issues involved oblige the investment of a serious effort in order to find ways of improving co-ordination and co-operation between educators in ordinary and special education on the school, regional and governmental ministry levels (Treasury, Education, Health, Labour and Welfare Ministries).

The ordinary and special education working models have undergone a change consequent to the implementation of the mainstreaming policy and the recognition of a multidisciplinary team in the treatment of SEN pupils. The co-operative model is gaining recognition, as is evident on the teamwork level, open consultation and the exchange of opinions. According to this model, educators, professionals (and often parents) work in teams in order to deal with problems and difficulties (learning and behavioral). Every team member contributes to the team discussions. The team members identify problems, draw up work plans and methods of intervention, and bear collective responsibility for the implementation and assessment of the involvement.

Implementation of these trends will obviously oblige a substantial investment of monetary and human resources: New methods must be found for training teachers and professionals and providing them with professional advancement courses and

the auxiliary and support services for pupils and teachers must be substantially expanded (Lazer, 1996).

A.3.c. The Need to Generate an Effective Culture in Special Education Frameworks

The effective education movement first appeared in the 1960's in Western countries. From then on education systems have been contending with issues connected with the products of learning and education, their outputs and their effectiveness. The demand for effectiveness in the education system contributed towards the anticipation of a higher level of professionalism among teachers. The effective education movement also dealt with the subject of accountability towards entities such as parents, supervisors and local authorities with regard to achievement of the aims and objectives defined by the pedagogic team (Fridman, Horowitz & Shalit, 1988, in Rotem, 2001).

Effectiveness in education systems is generally measured in terms of learning achievements and the ability to adapt. The achievements themselves are varied, and primarily relate to the basic skills. Effective frameworks of education are distinguished from ineffective frameworks by two or more of the following factors: The manager's leadership style; climate (learning atmosphere, feeling of safety, expectations for high achievements); control and assessment system (Fridman, 1989); autonomous functioning; well-planned and organised curriculum; clear aims and expectations for pupils' success; professional advancement courses for teachers as a team, rather than as individuals (Sharan & Shahar, 1990).

One of central processes stipulated in the 1988 Special Education Law is to provide normative education for SEN pupils. It is therefore mandatory to examine the efficiency and effectiveness of the education given to pupils mainstreamed in ordinary education frameworks or placed in special education frameworks.

The effectiveness approach in ordinary education emphasises the need to advance and treat weak and SEN pupils. The researchers, Reynolds (1995) and Udvari-Solner & Thousand (1995) point to the link between the development of an

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effective education system and the development of the concept of mainstreaming SEN pupils in such a system by implementing efficient and effective work methods, adjusted to the needs of all the pupils. The concept of mainstreaming and the movement for the promotion of effectiveness necessitate a change in the special education teacher's role definition. The teacher of special education no longer works alone in an annexed-off room, but now operates in co-operation with the mainstreamed pupil's class teacher, professional teachers, other caregivers both inside and outside the education framework, and the child's parents. The SEN teacher's role is currently defined as that of a case manager. The role of the co-ordinator is also defined and developed for non-inclusive special education frameworks (Osler et al. 2000).

Special education frameworks now operate under special conditions, providing educational, medical, paramedical and rehabilitative services, an extended school day, and an extended school year. The Special Education Law stipulates that an ISP must be structured for each individual SEN pupil by the team educating and treating the pupil. The ISP must include the learning goals, time framework, and means to be implemented in order to attain said goals – all based on the pupil's level of functioning at the time of preparing the programme (Director's Circular, March 1988).

The committee set up to examine the implementation of the Special Education Law (Margalit, 2000), discussed the importance of special education frameworks for those pupils, who, due to the complexity of their problems, are unable to integrate into the ordinary school system. The committee emphasised the significance of the content of special education frameworks, particularly in light of the intricate response with which they must provide the pupils, i.e., disciplinary teaching, remedial teaching, paramedical treatments, treatment in the emotional sphere, preparation for matriculation, social education and preparation for life. Effectiveness in special education frameworks is measured in terms of the existence of an efficient and effective, wide-ranging and unique system of services that fulfils the specific needs of pupils with complex disabilities and handicaps, and which cannot exist in the ordinary education system (Rotem, 2001).

A.3.d. The redefinition of the Israeli special education teachers' role

In 1998 the 'Special Education Basket' was introduced as a further stage in the implementation of the law. This allocation of resources constitutes a supplement to the allocation of resources earmarked for inclusion, and resulted from the law's emphasis on the necessity to define the needs of pupils placed in the special education frameworks. Resources were allocated for special services for all types of special needs and age of children. These resources constitute a part of the ISP to which the pupil with the special needs is entitled. The special education classroom teacher / kindergarten teacher must manage these resources, taking in account their nature and effectiveness and the personnel delivering them. The allocation of these resources has thus brought about a change in the perception of the function of the special education teacher/kindergarten teacher.

The special education teachers, who until 1998, worked alone, and whose sole and major function to advance their pupils, have now become the managers of the educational framework and are responsible for the administration of issues connected with their pupils. They must learn how to operate within the framework that they manage and handle the resources given to them, while in parallel teaching and advancing their pupils and relating to the parents in their children's education process.

The special education class or kindergarten teacher leads the interdisciplinary team, serving as a 'case manager' and coordinating the preparation of the ISP. The special education interdisciplinary team is comprised of: the special education class/kindergarten teacher (manager), who leads the team, professional teachers, a paramedical team including a speech therapist, occupational therapist and physiotherapist, teachers specializing in emotional- behavioral expression and creativity, a social worker and a psychologist. This team prepares the ISP while considering the available resources.

The ISP relates to studies, treatments and activities within the special education framework, including partial –mainstreaming activities and another activities taking place outside, and through the auspices of the special education framework. The programme serves as a comprehensive work plan for class/kindergarten with

special education pupils, and for the entire educational framework in the case of special education schools.

Once the ISP has been prepared, it is presented to the entire team working with the pupil, to any other staff member who has professional contact with the pupil, and to the pupil's parents. The ISP must be accessible to the class teacher and staff members and applied in their routine work with the pupil. At the conclusion of the school year, parents are issued with a summarized written evaluation concerning their child's progress in the various areas in relation to the ISP.

The conventional role of the class / kindergarten teacher has changed to that of a 'manager', consequent to the following organizational changes:

- The provision of a basket of services for the educational framework in which the special-need pupil studies, adapted to pupil's special needs.

- The necessity of planning ISP and ensuring that the interdisciplinary team working within the educational framework implements these programmes.

An integral part of the class/kindergarten 'manager's role now consists of managing a system of remedial hours for the pupils in his/her class and of leading the professional interdisciplinary team in the preparation and implementation of the work plan. As the leader of the team, the role of the teacher now includes the following:

- Formulating a schedule for group/individual remedial hours.

- Building an interdisciplinary team, which according to Mortimore (1993), will possess unique strength if it contains the following components:

- Formulating of mutual objectives (Bell, 1992).

Formulation of fixed work procedures (Bell, 1992), such as regular staff meetings, regular meetings with parents, formulation of reporting procedures and generation of follow-up, control and evaluation techniques.

- Co –operation and co-ordination among the team members (Bell, 1992; Hopkins, Ainscow & West, 1994).

- Open and constructive interpersonal communication between the staff members (Bell, 1992) enabling team decision-making and problem solving.

- Optimal utilization of resources this can be achieved if the team works as unit in order to plan, co-ordinate, implement, control, follow-up and draw conclusions regarding all aspects of the ISP. (Hopkins, Ainscow & West, 1994).

- Reinforcement and development of the team (West-Burnham, 1992; Hopkins, Ainscow & West, 1994), according to Lacey and Lomas (1993).

- Development of personal and joint responsibilities.

- Provision of resources.

- Creation of a free atmosphere for professional development for all members of the team.

- Allowing each member to express him/herself to the maximum within the team framework.

An interdisciplinary team whose style includes the above criteria will be able to attain its foremost objective – implementation of an ISP for every special needs pupil learning in the specific educational framework – in an efficient and effective manner.

Efficient and effective work on the part of an interdisciplinary team requires a leader (Audit Commission 1991; Dimmock, 1993; Webb & Vulliamy 1996 in Law & Glover 2000). The leader of the interdisciplinary team must possess the following skills:

- Ability to transmit a vision to the team (West-Burnham, 1992).

- Ability to listen and accept problems raised by the team (Murgatroyd & Gray's, 1984 in Law & Glover, 2000).

- Ability to provide solutions through creative thinking and reflective - thinking, and the ability to understand situations requiring change and renewal (Ross et al, 1993).

- Transactional and transformational leadership skills (Coleman, 1995).

Despite that detailed above, on examining the reality of the special-education system in Israel, it is apparent that there is a lack of pertinent training opportunities for special education class/kindergarten teachers who must now build and lead the interdisciplinary teams for their class.

B. Rationale

When examining the organisational change that took place as a result of the Special education Law of 1988, it is impossible to ignore the human factor accompanying the change. Special education school and kindergarten teachers originally acquired their professional education teachers' training colleges. During the course of their careers they developed and acquired knowledge in the philosophical and practical world view regarding the treatment of SEN children. The subject of managerial leadership role was only raised three years ago: it was never mentioned during the process of choosing their profession, in the framework of job definitions, or while fulfilling their roles up to that time.

It is possible that some of the teachers do not possess the personal skills suited to management roles and to the leadership of an interdisciplinary team.

It is also possible that, had they known in advance that they would require leadership and management skills to fulfil their job, they would not have chosen the profession.

It is also possible that some of these teachers are actually unaware of their potential in the spheres of leadership and management. Some may also be afraid of the change and the new requirements that the current job description obliges.

Due to the change on the perception of the function of the teacher, new issues are now being raised concerning professional development and professionalisation in regular education.

The teacher is no longer considered to be solely a provider of knowledge. Now he has the task of guiding knowledge and develop thinking. The new teacher must posses skills like: pedagogical innovation and vision; a learner - customer approach, ability to provide a response to needs; reliability and credibility; the ability to show respect and develop mutual trust; interpersonal communication skills, approachability and courteousness. (Levy, 1984).

Due to the organisational change following the application of the Special Education Law, teachers in special education now require supplementary professional development and professionalisation in addition to the above – described personal and professional abilities and skills expected of all teachers. Besides contents connected with teaching and education of SEN pupils, special education school and nursery teachers must now also develop leadership. Management, organisational and teamwork skills, as well as the ability to communicate with parents while sharing and managing knowledge. The teacher must be able to handle change in order to be able to cope with these issues.

Special education school and kindergarten teachers were not informed in advance of the organisational change that would occur as a result of the Special Education Law.
They were not prepared for this change, were not aware of its necessity or significance, and did not receive any specific training. Furthermore, they received no reinforcement to support them in coping with the changes that they are now encountering as a result of the new expectations consequent of their new role.

As a result of the organisational change, the population of the special education teachers must once again cope with the redefinition of their roles in the following areas (according to the role definition model):

- **Role conflict**: Definition of the areas of responsibility connected with the new role in light of the new expectations and new organisational culture introduced. (Morgan & Turner, 1976 in Smith, 2000; Hargreaves, 1972).

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- **Role set**: new relationship with the spectrum of entities with whom the school/kindergarten teacher comes into contact while fulfilling his/her role according to the new definition (Katz & Kahn, 1966).

- **Role expectations:** definition of the expectations from the fulfillment of the special education school/kindergarten teacher's role (Katz & Kahn, 1966).

- **Inter – role conflicts:** the special education school/kindergarten teacher must now fulfill a number of new roles that involve conflict. For example, the expectation that the teacher must teach and advance his/her pupils while concurrently handling such as the leadership, organisation and management of an interdisciplinary team (Dunning, 1993). The demands resulting from the change in role perception, against the background of a lack of personal and professional readiness to fulfill the new and diverse requirements of the role, oblige the acquisition of professional knowledge in the areas of resource management, leadership development, organisation and coordination skills. The ability to lead teamwork and to manage curricula requires a cognitive and reflective change in the teachers' world view regarding the nature, aims and limits of the role connected with their chosen profession. Such professional development cannot be attained without extensive, in-depth and structured training and long term ongoing support and instruction in the area of the personal and professional development of special education school /kindergarten teachers (Hargreaves, 1972).

C.   Summary

The Special Education Law, by extended special services for pupils in special-education frameworks and changing the perception of the role of the special education class/kindergarten teacher, has created a new reality necessitating intervention in the form of advanced professional training for special-education school/kindergarten teachers on the subject of interdisciplinary – team leadership and the processes involved in building such a team. Such advanced professional training can contribute towards the professional development of the special –

education kindergarten/class 'manager' so that he/she will be able to fulfil his/her tasks in a successful manner. It is thus of utmost importance to study and evaluate intervention of this type.

This study will examine the impact of the development of the professional, managerial and leadership skills of the SEN teacher and their influence on the efficiency and effectiveness of the interdisciplinary work team that the SEN teacher leads or manages.

The study will contain a literature review that will include:

- A review of the subjects of leadership and management skills in the area of education in general, and of special education on particular.

- An analysis of the role perception of the professional teacher, leader/manager in special education as the leader of an effective interdisciplinary team, including an analysis of the conflicts encountered when fulfilling the new role in the existing situation, as presented above.

- A description of the nature of effective interdisciplinary teamwork in the area of special education frameworks.

- The subject of teacher training and self development towards self efficacy in the subject of educational leadership and management skills. The review will highlight the relationship between these four areas and will clarify their significance in the discussion of the research findings.

D. Methodology

D.1. Research Questions

One of the characteristics of interpretative research is that the research questions are formulated in parallel with development of the study and deepening familiarity with the research arena. The research questions have therefore been redefined a number of times during the course of research:

1.   To what extent does existence or non-existence of a stand relating to self-perception as a leader influence leadership and teamwork skills?

2. To what extent does intervention influence development of interdisciplinary team leadership and management skills?

D.2. Research Objectives

1. To identify and characterise the role perceptions held by special education kindergarten and class managers regarding the fulfillment of their roles and their functioning as leaders of the interdisciplinary teams operating in the education frameworks under their leadership.

2. To examine whether and in what way the leadership skills possessed by special education kindergarten and class managers influence the teamwork implemented by the interdisciplinary team operating in the education frameworks under their leadership.

D.3. Research Base Assumptions

The first base assumption will be based on the approach of Muijs (1997) and Dibella-McCarthy (et al, 1988), which assumes that the dominant element that affects the ability of the teacher to handle changes, innovations and challenges while performing their role is a sense of personal capability, which originates from a sense of professional leadership based on vision, knowledge, beliefs, values and skills in the role perception area. (Gee, 1992; Fridman & Farber, 1992; Allinder, 1995; Dibella et al, 1988; Smylie, 1988; Good, 1981).

The second assumption will be based on the studies of Ben Peretz (1995) and Mattingly (1991), which demonstrate that narrative reflective speech contributes to the development and shaping of professional information, to an awareness and understanding of explicit and implicit subjects.

The third base assumption will be constructed based on the paradigm that states that it is possible to develop a professional educational management and leadership of the special education teachers, through personal development and acquiring professional knowledge.

D.4. Research Structure

The current study is an action research study and will be based on four phases:

1. The pre-test, gathering information using 18 semi-structured interviews, verifying the problem as it is presented, defining it and sharpening it.

2. First cycle of research – intervention in a special education kindergarten for children who suffer from autism.

3. Second cycle of research – intervention in a kindergarten for children who suffer from severe retardation.

4. Third cycle of research – special education teachers' training program.

Chapter 1

1   Leadership Approaches

The discussion regarding the development of management and leadership skills by teachers in the educational system in general, and more specifically in the special education system, is the result of political, social and cultural factors that exist in Israel and other countries. These factors are related to the pressures for change and deepening in different areas. All these also create complexity of the educational system work.

The manager-leader role was a centre for extensive and varied research for many years, due to the complexity of this role. On the one hand, to run the framework out of fluent and routine management in order to achieve the goals, and on the other hand, to achieve innovation that contains a leadership dimension (Fridman, 2000a).

This chapter will discuss the theories pertaining to the different management styles and will attempt to answer the question "What is good leadership?"

During the twentieth century the debate on the subject of leadership shifted from philosophical, historical and sociological deliberations towards the sphere of social psychology, thus restricting the creative philosophical discussion of the term to empirically testable topics and dilemmas.   Leadership issues were enriched with various perspectives borrowed from business-related group research and leadership research (Popper & Ronen, 2000).

1.1   Characteristics and Skills

The wide range of research topics on the subject of dilemmas are divided into two main approaches:

The first approach, the 'traits theory', was particularly widespread until WWII, but also continued to develop after the war. The basic assumption of this theory,

which focuses primarily on leaders' traits, is that leaders are endowed with a number of exceptional traits – including intelligence, education, credibility, responsibility, social activity, status, etc. – by means of which they influence the members of their groups. According to the trait theory, leaders are 'born and not made', from which it is deduced that leadership cannot be acquired solely by means of a study process (Green, 1991 in Popper & Ronen, 2000). Followers of this approach did not link 'leadership' to role perception, but rather to a system of inborn quality skills that form the foundation for a leader's performance (Murgatroyd & Gray, 1984).

Stogdill (1984) expressed criticism against an approach that emphasises traits as being the sole foundation for leadership. His research demonstrated that leadership is not linked directly to a fixed set of traits, but rather to various characteristics of a leader's personality, which he/she applies in diverse situations. These characteristics include: striving towards responsibility and task performance; persevering to achieve goals; solving problems through openness and originality; instigating initiative in social situations; possessing self confidence and self identity; accepting consequences of decisions and actions; being willing to absorb interpersonal pressure and tolerate frustration and setbacks; having the ability to influence the behaviour of others; and last but not least, possessing skills for building systems based on social relationships oriented towards defined goals. This led researchers to conclude that leadership is an acquired trait and not an inborn trait.

1.2   The Situational and Behavioral Approaches

The situational model applied to leadership behaviour research first appeared at the end of the 1940's, both as a reaction to the criticism voiced against the trait approach – whose researchers arrived at a dead end regarding its basic guidelines – and consequent to the worldview generally accepted after WWII. The essence of the situational approach is that no single and specific set of traits can forecast leadership quality in any given situation, and that it is impossible to distinguish between individuals who are leaders and those who are not leaders by means of a list of traits. Studies conducted in Ohio and Michigan concluded firstly, that different leaders possess different traits, and secondly, that **situations**, and not

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personal traits, constitute the most significant influencing factor on leadership behaviour.

In the 1940's, Ohio University researchers detailed behavioural characteristics of leaders, dividing them into two main categories:

Transformational Leadership, reflected in a vision, inspiration, devoting attention to group needs and supporting of followers' activities, being willing to accept change, and having the ability to create a good atmosphere among group members. This leadership style emphasises and reinforces group co-operation and motivation by nurturing the creed and values according to which the group acts (Law & Glover, 2000; Popper & Ronen, 2000).

Transactional Leadership, in which the leader expresses his/her behaviour by setting clear goals, complying with precise performance standards, and demanding that his/her followers adhere to rules and regulations determined for the specific purpose of achieving goals (Law & Glover, 2000; Popper & Ronen, 2000).

1.3   Relationships between Leaders and Followers

The discussion on the essence of leadership, leadership styles, and the ability of leaders to adapt to different situations, highlights the need to examine the system of relationships generated between leaders and followers. French & Raven (1959) are of the opinion that the influence wielded by leaders on their followers stems from four sources: **formal authority; professionalism; interpersonal skills; and identification**. These researchers believe that leaders influence their followers by means of a reciprocal relationship. This relationship is entirely subjective and is comprised of two perspectives:

Instrumental Perspective: Identifies the reciprocal basis of the system of relations between leaders and followers: The leaders know how to identify their followers' needs and expectations, react in accordance, reward, and clarify the link between effort and reward. Leaders of this type employ transactional leadership and, together with their followers, achieve a high level of effectiveness. This style of operation is characterised by two stages: analysis prior to any

leadership intervention, followed by adaptation of style to situation, based on said analysis. The level of motivation and degree of effectiveness attained as a result of the consequent intervention can be related directly to the accuracy of the analysis. Transactional leadership requires a high degree of flexibility and the ability to solve problems successfully in a creative manner and in keeping with the actual situation.

Emotional Perspective: A situation in which leaders generate such strong emotions among their followers that the followers are ready to do everything for their leader's sake. Such 'emotional arousal' leadership includes charismatic aspects.

1.4   Leader and Leadership – Situational Approach

Hersey & Blanchard's (1977) 'Situational Leadership' model presents the situational approach. The unique aspect of this model is that it distinguishes between the task/challenge to be fulfilled and the system of relationships within the team. This model adds a 'team maturity' facet, reflected in the team's motivation and professional knowledge (Fridman, 2000a). Other researchers added the additional facet of one of the four leadership styles – delegating, supporting, coaching and directing – which interacts with all the above-mentioned facets.

Blanchard & Zigarmi (1991) in Law & Glover (2000) introduced the perception that team maturity is a changing and not a static situation, since followers develop on a personal and professional level both as individuals and as a team as a whole.

This model serves as a foundation for the contingency theories based on the leader-follower relationship (as described below). It also serves as a basis for team development (discussed in the chapter entitled 'Teamwork').

1.5   Leader and Followers – Contingency Approach

Fiedler (1972) and Radin (1970) in Popper & Ronen (2000) developed models based on the contingency theory as a reaction to the criticism voiced against the situational theory. As against situational theory researchers, who assumed that leaders must change their personality to fit the situation, Fiedler assumed that

leaders are incapable of changing their leadership styles since it is difficult to change personality and behavioural patterns. For this reason, leaders should be appointed only if their personality fits the task they are required to perform.

Fiedler (1972) listed three elements that influence leadership success. The first element is the structure of the task to be performed by the leader, which must have clear and attainable goals. The second element is the leader himself/herself, who by his/her very existence and status must present a sufficient degree of authority and power. The third element is the relationship system between leader and followers.

1.6   Effective Leadership

The discussion regarding the connection between leaders' behavioural styles and effectiveness highlights the question of whether the degree of leadership effectiveness is dependent solely on the leader's behaviour or also on the situation. Since this question could not be answered, the situational model was found to be lacking. This motivated Fiedler (1972) to formulate a model in keeping with the contingency approach that totally negated the possibility of a 'best' effective leadership style.

The basic assumption of Fiedler's model is that in order to be effective, leaders must modify their leadership styles to suit the situation. The leadership situation is influenced by a range of parameters graded along a scale: leader's personality and style (ranging from 'social leader' through to 'task-oriented leader'); leader-follower relations (from 'bad' to 'good'); task structure (from 'vague' to 'defined'); leader's position power (from 'weak' to 'strong'); and type of situation.

The advantage of the model is that it relates to the entire complex of situations impacting leadership effectiveness and enables forecasting of leadership effectiveness in a given situation. Blake and Mouton (1978) in Popper & Ronen (2000) added to Fiedler's model by emphasising the behavioural style of the leader as a mediator between situational variables (goal achievement; team building, leading and development). These researchers claimed that the degree of leadership effectiveness is a product of leadership style and depends on the extent

of investment put into in human resources – ranging on a scale between 'people-oriented' at the one end to 'task-oriented' at the other end.

Radin's (1970) model in Popper & Ronen (2000) is also based on assumptions relating to contingency (situation dependant) and is reminiscent of Blake & Mouton's (1978) model. It makes no attempt to define the most effective leadership style – in which aspect it resembles both Hersey & Blanchard's (1977) maturity model and Fiedler's model. The uniqueness of Radin's model is that it strives to identify the effectiveness and lack of effectiveness of each leadership style.

Radin formulated a model comprised of 4 basic leadership styles – Integrator, Related, Dedicated and Separated – each of which, when put into practice in the field, is found to be effective to a greater or lesser extent, depending on the situation. The effectiveness factor creates a three-dimensional model.

Radin, similar to Fiedler, lists five situational variables, which, when leadership style is adapted to them, will result in effectiveness: nature of subordinates' work (difficulty of work, extent of work pressure in terms of time and effort, existence of clear and fixed procedures); organisational climate (density, values, attitudes, standards and norms); person in charge (style and expectations); colleagues (styles and expectations) and subordinates (styles and expectations). These components have a mutual impact, in contrast to Fiedler's model – for example, the nature of subordinates' and supervisors' work influence organisational climate. Radin mapped situational requirements relating to effective leadership style based on these situational components:

Integrator Style	Related Style
Sharing	Providing a feeling of security
Responding	Listening
Motivating	Accepting
Integrating	Advising
Renewing	Encouraging
Dedicated Style	**Separated Style**
Organising	Evaluating
Enterprising	Measuring
Directing	Managing
Complementing	Supervising
Evaluating	Maintaining

Table 1: Situational Components

The above map serves as a tool to examine the effectiveness of the leadership style, subject to situational factors, while at the same time obliging the leader to be sensitive to the situation, capable of changing and introducing change dependant on situation, and to act accordingly.

The importance of this model is reflected in two facets: firstly, it is the most complex and sophisticated model currently existing in the area of leadership; and secondly, it expresses the pluralism embedded in the concept of leadership – that is, it encompasses all the existing models and does not prefer any one leadership style over another.

Studies performed by Handy (1993), Rutter et al (1979), Mortimore (1988) and Myers (1995) indicate a clear interaction between the leader's traits (degree of authority, professionalism) and his/her work methods (determining clear and achievable goals). All these elements constitute a basis for effectiveness.

Handy and Aitken (1986) take a different approach, integrating attainment of effectiveness with attention devoted to followers. These researchers claim that a leader's professionalism is measured by his/her ability to combine different levels of freedom and authority while not hindering goal achievement.

These models contributed towards leadership research by adding the cognitive dimension of the leadership situation – in practice, followers' expectations of leaders in a given situation serve as an influencing factor in the choice of the most effective leadership style for that specific situation.

1.7   Leadership – Metaphoric Approach

James' (1960) Metaphoric Approach is another interesting way of examining the different meanings of the leadership concept. Metaphoric thinking allows for the transformation of abstract ideas into tangible words, enabling vague feelings and thoughts to be expressed as visible symbols. However, this positive aspect of metaphoric thinking can be risky if the metaphor chosen is of an extreme nature, emphasising one facet of the situation and conjuring up a disproportionate picture.

Schon (1983), in contrast to James (1960), stresses that a metaphor is neither reality itself nor solely a way of expressing reality, but also constitutes a subjective impression. Boulding (1966 in Inbar, 2000) adds that metaphors are not objective since people perceive reality in a subjective manner through metaphors that they themselves create at a high frequency. People are thus perpetually creating new realities. This view reinforces Morgan's (1986) claim that reality is created and not given.

1.7.1   Leader–Follower Relationship According to the Metaphoric Approach

Inbar (2000) based his approach to the concept of leadership on the approach formulated by James (1960). Inbar perceives the existence of a communication process oriented towards influencing followers with the aim of changing a situation or leading a process. Since the basic guideline of this approach is that leadership involves the transfer of symbols that create an intention and of groups of symbols that reflect a stand, variance among individuals results in a huge variance in their perceptions. This is the reason for the different perceptions, immense vagueness and numerous meanings resulting from leadership behaviour. The more concrete, unambiguous and clear the symbols, the less the variance and vagueness in the perception of leadership and the stronger the leadership.

The ability to transfer the full meaning and intention contained in a system of symbols is limited since individuals are limited in their ability to relate objectively to overt and covert messages due to their own personal subjective contents. Thus, in Inbar's opinion, the significance of leadership comes into being in the interaction between expression and impression.

To summarise, the discussion on the subject of the essence and style of leadership, based on the contingency approach, leaves open and unanswered questions, such as: To what extent are leaders dependent on the situation and to what extent on fulfilling their followers' expectations? To what extent are they able to influence situations when simultaneously having to remould their leadership style?

1.8 Management and Leadership

Although the terms 'management' and 'leadership' are used synonymously, there is a fierce debate in the professional literature regarding the similarities and differences between the two.

Schon (1984) and Kotter (1988) represent the researchers who perceive 'leadership' and 'management' to be two totally separate subjects. In their opinion, managerial behaviour can exist independently without leadership, and visa versa, leadership behaviour can exist without any managerial component. Millet (1996), Fullan (1991), Louis & Miles (1990), Baron & Greenberg (1990) and Leavitt (1986) also represent the approach popular during the 1990's which clearly differentiated between the two concepts: Leadership was associated with a vision based on values and beliefs, while management was associated with organisational structure, routine administration, problem solving and formulation of procedures.

Despite the strong orientation of the above-mentioned researchers, leadership and management are generally perceived in professional literature to be two separate concepts that relate to the same system of behaviours. According to Bennis & Nanus (1985) and Armstrong (1994), leadership is perceived to be a part of managerial behaviour, while successful managerial behaviour tends to be perceived as leadership. Leadership is sometimes presented as unanticipated and

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charismatic behaviour, while managerial behaviour is presented as an established system of behaviours.

Zaleznik (1977) is of the opinion that it is necessary to distinguish between management and leadership due to two basic and major needs of all types of organisations. The first need is to maintain routine practices – a role filled by management. The second need is for innovation – a role filled by the leader. The clear distinction between these two needs leads to the conclusion that the differentiation between 'management' and 'leadership' is not purely conceptual and functional, but is also connected with variances in personal skills, training methods and development. According to the model built by Zalzanik (1977), this variance exists in four areas – areas to which Inbar (2000) also relates.

- **Attitudes towards the organization**: Managers are somewhat distanced and passive in their attitude towards the organisation's existing goals, while leaders are actively and highly involved in attaining organisational goals – which are in keeping with their personal perceptions and worldviews, since they themselves redesign the goals to suit changing realities.

- **Work Processes**: Managers perceive their job as integrating people, ideas and processes and solving current problems, while leaders formulate approaches and options and define new perspectives with the aim of modifying work methods. It thus follows that leaders are primarily occupied with the future.

- **Relationships with People:** While leaders arouse strong feelings on the part of the followers, who personally identify with the leader's ideas, the manager-worker relationship is characterised by appreciation, recognition and discipline. In situations involving change, the manager will attempt to reduce opposition while the leader will not shy from conflicts and will try to overcome any opposition.

- **Self-Perception**: Managers tend to feel identification and belonging with, and loyalty towards the organisation, and to maintain its regulations. Leaders introduce changes as a way of life after distinguishing between

their self-perception and their identification with the organisation. They are loyal to concepts and therefore feel responsible on a personal level.

- **Risk and time:** while the manager operates within reasonable bounds of certainty, leaders will operate at high-risk levels and under conditions of uncertainty. Managers tend to exploit time to smooth out problems and will attempt to reach a compromise. Leaders, however, perceive two meanings regarding the concept of time – target time and content time – and will postpone or accelerate processes accordingly.

- **Success-** Managerial success is expressed in the ability to enable the organisation to attain its goals and to maintain equilibrium. Success in this case is organisation-wide. In the case of leadership, success is measured by personal criteria and the historical perspective, and in relation to criteria outside the organisation.

In contrast to all the above-mentioned researchers, Fridman (2000a) clearly determines that the distinction between 'management' and 'leadership' adopted by organisational theories for many years is no longer relevant. He bases his case on the fact that modern management operates in a turbulent and perpetually changing environment in economic, technological, social and cultural spheres. In the postmodern era, leaders heading organisations tend to adopt leadership styles adapted to diverse situations both inside and outside the organisation. The leader's goal is to steer processes that will attain change, development, expansion and attainment of targets. This process-driven style is essentially different from the other leadership styles described in the professional literature.

The educational manager/leader thus adopts a creative combination of styles while simultaneously applying knowledge and ability in both the managerial and leadership spheres (Law and Glover, 2000).

Chapter 2

2 Teachers as Leaders – New Role Perception in the Education System

In this chapter we will discuss the last decade's developments that lead the changes in the teacher's role development as leaders in the educational system. We will also discuss the uniqueness that characterizes the educational leadership that brings the added value to teachers' new role perception. The concept of "role" is a central one in the study. It should be discussed in order to explain the essence of the change in the special education teacher's role perception in light of the implementation of the special education law (1988).

2.1 Teachers as Pedagogical Leaders – New Role Perception

A school principal is no longer considered to be the sole leader in the education system. The change occurred at the beginning of the 1980's. The perception shifted from that of the teacher as a technocrat, operating automatically according to teaching methods adapted to contents by entities outside the school, to a new perception of the development of autonomous teachers operating in autonomous educational frameworks. According to this new perception, pedagogic teams work towards developing study/teaching materials while emphasising the social environment, particularly with regard to utilisation of rapid communication technologies, diverse sources of knowledge and enrichment, and transformation of schools to learning and educational environments suited to the modern era. This new perception constitutes a reform, switching from the curricular approach that emphasised new teaching methods and their adaptation to new contents, initiated and guided by a central pedagogic body, to granting that of autonomy to schools and teachers. This reform created the necessity to invest thought in the development of teachers themselves and in their training in the new skills required of them (Avishar, 1999).

The emergence of the movement for effectiveness in management at the beginning of the 1990s, contributed towards developing the perception of the importance of encouraging personal and professional development among

teachers operating in the context of teamwork implemented within school frameworks. The goal of such teams is to work towards the formulation of individualised curricula in keeping with the schools' ethos. Such teamwork incorporates a process of team development in general, as well as personal and professional development of its individual members (as explained in the chapter on the subject of teamwork). A need arose in parallel to formulate subject and curricular co-ordinator roles and other roles for teachers who would lead the disciplinary teams and their development. Such roles were entitled 'middle-management' roles.

The definition of teaching profession as a leadership role-perception focussing on two main subjects: sharing in management and leadership of school policy; and management of time, knowledge resources, budget and personnel (Cherniss, 1983). The distinction between the "old role –set" of the teacher as a class manager only, trusted with the development of his/her pupils' learning skills and knowledge, and the current role perception of the teacher as an individual possessing leadership skills. This new role includes team leadership, team development and curricula management, all in accordance with the school's specific ethos. This type of role status leads to conflict, since the teacher, who has professional management and leadership skills, serves as leader of a team, while concurrently, being a member of the teaching staff, is managed by the headteacher. In practice, the teacher's role is comprised of three separate role definitions: teacher, team leader, and team member. (Branford, 1997; Bell & Ritchie, 1999)

The new role perception of teachers highlights the need for appropriate training to prepare them to fill their role of pedagogic leader. It appears that although there are institutionalised frameworks offering defined and clear-cut study contents for training school managers, no such similar training frameworks have yet been established for teachers whose role definition includes not only teaching, but also management and leadership.

2.2 Educational Leadership

The entire spectrum of professional literature relating to educational administration, change processes in education, educational autonomy and school

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effectiveness unequivocally emphasises the importance of the role of the 'educational leadership' heading educational frameworks.

While Avishar (1999) notes that the concept 'educational leadership' is presented in everywhere in a complex and vague fashion, creating a need to unravel the dilemmas involved therein, Inbar (2000) perceives this lack of clarity to be the result of a discrepancy between the frequent normative use of the term and the vagueness in the definition of the behaviour expected of the leaders themselves. In Inbar's opinion, professional literature is clear with regard to the achievements expected of educational leadership, but lacks clarity regarding the definition of the behaviour involved. This lack of clarity is evident in the variance among studies that present educational leadership as a form of role behaviour.

Nisbet et al (1994) clearly defined the behavioural expectations of educational leaders who function as managers of educational frameworks: Leading, initiating, setting challenges, and supporting and supervising teaching staff such that they function in the most optimal and effective manner. Other studies examine educational leadership purely as a personality trait in an attempt to find the preferable leadership style (Fullan & Hargreaves, 1991, 1992; Grace, 1995).

Fuchs (1995) presents an educational leadership and management skills model. This model is based on the inborn and acquired traits approach, according to which educational leaders must bear a vision, be innovative, co-operative and energetic, and have organisational and planning skills, the ability to assess situations and provide a response, social skills, pedagogic skills and intelligence. According to this model, the pedagogic leader/manager must be focussed on his/her task, able to create good communications, have high expectations, self-confidence and a willingness to invest in work. The educational leader must be dominant, trustworthy, not competitive, tolerant, sensitive to the situation and to other people, understanding, open and flexible. The existence of all these traits in one person is essential but obviously virtually impossible.

Sergiovanni (1984; 1991) defines a model including five sources of strength required for educational leadership. **Technical strength,** relating to resources, planning, co-ordinating and delegating responsibilities. **Human strength** relating to human relations, open and flowing communication system, developing teams,

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and generating motivation and feeling of satisfaction. These two strengths provide the basis for the functioning of the education system, but do not contribute towards change processes. In order for change to occur, the education system requires **pedagogic strength** – the product of a high level of knowledge and expertise; this source of strength enables the location of problems, leading of processes, and finding of relevant solutions through consultation, learning, team development and team growth. An additional strength is **symbolic strength**, which allows for expression of the institutional climate based on a shared vision in keeping with the pedagogic team's values and beliefs. **Cultural strength** enables establishment of traditions by integrating the values, beliefs and meanings shared by the students, teachers and parents into uniform standards that create a school's unique identity.

Inbar (2000) perceives the significance of educational leadership within the educational practice itself. Parents, teachers and pupils all participate in this unique situation through various school-related processes such as developing creative thinking, promoting autonomy, making decisions, achieving breakthroughs regarding the limits of the education framework, and introducing innovative thinking and performance mechanisms. These processes are an expression not only of leadership style, but also constitute both the actual performance itself and the attainment of the educational goal.

Inbar (2000) adds another unique factor in educational leadership situations, and one which transforms leadership style into an educational goal, stating that pupils who are led by means of identifying with and internalising the leader's personality acquire and develop leadership skills in the present that will serve them in the future as adults.

Sergiovanni's (1984; 1991) model of leadership strengths indicates if there is no pedagogic vision encompassing a shared system of beliefs and values, pedagogic and educational knowledge and professional expertise, there will be no change processes, and the quality of the educational framework will be impaired. Thus, Sergiovanni joins Gronn (1996) who compares the 'transactional leadership' style in education to the 'transformational leadership' style. His findings indicate that the latter style is preferable (Gronn, 1996). This preference creates a new

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perception of the role of effectiveness and innovation in educational leadership while also serving as an indication of the evaluation of said leadership, reflected primarily in the achievements, processes and products attained in the education framework under study (Bush & Coleman, 2000; Glatter, 1997).

In contrast to the researchers mentioned above, Inbar (2000) presents educational leadership as a function of the context and significance of actual 'doing'. He bases his perception on Fiedler (1972), who discusses the situational perspective; Hersey & Blanchard (1977) and Blanchard & Zigarmi (1991) who relate to the maturity of the personnel working in the educational framework; and Handy (1993), Rutter et al (1979), Mortimore (1988), Myers (1995), Murgatroyd & Gray (1984) and Fuchs (1995), who relate to the leader's personality traits. All the above factors influence educational leadership behaviour.

2.3 Professional Educational Leadership

Up to this point, the review of educational leadership has presented arguments linking the discussion on the subject of the nature of educational leadership to the trait approach, style approach, contingency approach, transactional approach and transformational approach. The opinions of the researchers, as detailed above, do not relate whatsoever to the professional factor as a component in educational leadership. However, Hughes (1988) perceives the professional component as being comprised of beliefs, knowledge and skills, claiming that this component constitutes the key to successful educational leadership.

Stoll and Fink (1966) examine the link between educational leadership and the effective functioning of the education system. In their opinion, when the education system needs to be effective, there is a risk that the technical management aspect will take on a more dominant position compared to that of the humanistic aspect, which includes the vision, attitudes and values on which the pedagogic and educational work is based. Hargreaves (1994), Codd (1996), and Reynolds (1998) also deal with the question of the balance and interaction between technocracy and the system of professional skills that comprise educational management quality.

While Elliot (1995), Hole & John (1995) and Thompson (1997) consider that expanding and emphasising the aspect of professionalism among pedagogic leaders to be of greater importance than the technocratic aspect, Law & Glover (2000) are of the opinion that the educational leadership system should **integrate** technical and professional skills. MacGilchrist et al. (1997) and Bolam et al. (1993) agree with this view, stating that the key to equilibrium between the humanistic aspect and managerial aspect lies in the quality of the pedagogical manager/leader's professional standard.

2.4   Role – Concept and Theory

The concept of role refers to the fixed actions that a person performs in a given social system, in synchronization with the repeating actions of others who are in the same system, in order to receive a predicted result (Lazovsky, 1990) .

The classic model of role behavior, as it is introduced by Getzels and Guba (1957) examines the role behavior in a social system that on the one hand includes the organization, that presents a totality of roles and expectations, which are constructed in order to fulfil its goals. On the other hand, this social system includes the individuals, who have a personality and need dispositions. The reciprocal relationship between these two elements, which are independent and yet bound to each other, creates the role behavior. The role behavior as a result of the organization's characteristics, a formal definition of its roles or the expectations from it comprise the normative organizational or nomothetic sphere, while the characteristics of the individual, resorting from his/her personality and need disposition, comprise the personal or ideographic sphere.

The normative or nomothetic sphere is reflected in the educational systems that constitute a structured populated organizational structure by using roles that complete and connect with each other, and are under assessment and scrutiny. The role definitions in this sphere relate to what is wanted and expected from the role owner according to the standards and norms, and comprise the role expectations layout. This layout exhibits the normative rights and duties of the role owner and can go from specific to diffused, from wanted to forbidden, from personal to general.

The expectation and norm setters are called role definers or role senders, and the meaning of their existence to the role owner is a broad one. The connection between the role owner, the role sender and the other role owners he/she would come into contact with is called the role set layout. There organizations and educational systems are composed out of several role sets, while each role owner in the organizational framework bears at least one role set layout (Lazovsky, 1990).

The ideographic sphere is the personal sphere that reflects the personal needs of every individual, determining his/her unique interaction with the environment. It includes the expectations each individual has from oneself and one's perception regarding the affiliation to a certain group or role. According to Getzels and Guba (1957), the personal elements do not evolve by themselves in a person's nature, but are affected by that person's age, sex, professional training, seniority and former experience.

The individual's expectations are influenced by attitude, needs and opinions regarding the specific role. The expectations the specific role owner develops on his/her own, in combination with his/her expectations regarding the expectations of the different job senders, create a role perception. The role behavior is not the fruit of the role expectations, but rather an actual behavior. It results from the reciprocal relationship between the defined organizational role, and the role owner's expectations, personality and personal need disposition.

The Getzels and Guba model emphasizes three styles of role behavior: the nomothetic style, the ideographic style and the transactional style:

The nomothetic style defines the demands, expectations and needs of the organization according to agreed procedures. This style emphasizes the role owner's training in order to be compatible to the organization's goals. The success of the role owner will be assessed in terms of organizational effectiveness.

The ideographic style emphasizes the individual's needs and therefore enables a wide range of action and an in depth role performance, therefore encouraging personal initiative. The measure of personal effectiveness in the role behavior comprises the assessment criteria in this style.

The transactional style emphasizes the movement from one style to the other in accordance with the circumstances of the situation. This style emphasizes the confrontation of the role owner in the role layout, between the organization's expectations and the elements of the personality and its needs. In this case, role behavior is assessed in terms of personal and organizational effectiveness (Lazovsky, 1990).

2.5   Role conflicts

The classic model of Getzels & Guba (1957), Getzels & Thelen (1960) and Getzels et al (1978) warns us about cancelling the gap between the needs and expectations of the role owner, and the needs and expectations of the educational institution. The lack of such a gap could cause the loss of the uniqueness of both sides, and contradict the educational essence. A gap between the role owner and the educational institution, in his opinion, enables a chance for personal interpretation, personal initiative, innovation and original problem solving. (Inbar, 2000).

Although there is much truth in Inbar's approach, we can not disregard the fact that different and sometimes opposing expectations regarding the role layout create role conflicts, which cause a negative effect over the role owner in terms of his/her own needs and sometimes damage the role owner's optimal performance of the role (Biddle 1979; 1987).

Solving conflicts can demonstrate personal and professional growth in the ideographic sphere, and contribute to the advancement of the institution and its needs in the nomothetic sphere.

The role conflicts that will be presented in this study are:

• **Role conflict:** Defining the areas of responsibility connected with the new role in light of the new expectations and new organizational culture introduced. (Hargreaves, 1972);

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- **Role set:** a new relationship with the spectrum of entities with which the teacher comes into contact while fulfilling his/her role according to changes and new definitions (Katz & Kahn, 1966).

- **Role expectations:** defining the expectations regarding the fulfilment of the teacher's role (Katz & Kahn, 1966).

- **Inter–role conflicts:** the teacher must fulfil a number of new roles that involve conflict. For example: the expectation that the teacher would teach and advance his/her pupils, while concurrently handling issues such as the leadership, organization and management of an interdisciplinary team (Dunning, 1993).

In this study, the nomothetic sphere of the Guba and Getzels model will be presented, using the following characteristics: The social system is the formal special education – its rules, regulations, the specific framework the teacher works in, the inter-disciplinary staff members, the students and their parents. The specific educational framework represents the organization, which receives its nature from the type of framework it involves (a special therapeutic kindergarten/class in an elementary school/junior high, regular/special etc.), the nature of the students (their type of abnormality), the climate of the educational system (rehabilitating education compared with achievement-oriented education).

Other considerations are in the ideographic sphere, and they regard the personal elements and the special education teacher's own needs while performing his/her role as kindergarten/class manager in the special education system in light of the implementation of the special education law (1988). The teacher's functioning in everyday life and the confrontation with the conflicts just mentioned will be described using the transactional sphere. Using this conceptual framework, we shall try to examine the special education teacher's role layout.

Chapter 3

3   New Elements Comprising Special Education Kindergarten/School Teachers Role Perception Consequent to the Implementation of the Special Education Law (1988)

Up to this point the dissertation concentrated on the subject of leadership in general, and of leadership in education in particular. Attention was given to the subjects of the direct influence of leaders' traits and leadership styles, effective teamwork in the educational framework, and the change in teachers' role perception – from a purely educational and teaching model in a class framework to a pedagogic and team leadership model.

The dissertation will continue by describing changes in special education kindergarten/school teachers' role perceptions in light of the implementation of the Special Education Law.

It is worthy to note at this point that international and Israeli literature focussing on special-education kindergarten/school teachers primarily discusses the role perception and work methods of special education teachers' working with mainstreaming and defines the role of case managers – but in context only; it does not discuss the role perception of special education kindergarten/school teachers responsible for special education frameworks. Since this study deals with the influence of management and leadership skills on the efficiency and effectiveness of the role performance of special education kindergarten/school teachers in relation to individualised curricula management, this section will analyse role perception while emphasising professional managerial and leadership elements required for optimal fulfilment of this role. The discussion will relate to the new demands required of teachers in order to implement their role, obliging them to develop both personally and professionally in terms of their beliefs and their professional knowledge and skills. The discussion will be based on the assumption that the personal development will influence the feeling of capability experienced by special education kindergarten/class teachers. This is alluded to

by Cherniss (1993), who claimed that such development would empower teachers' abilities and skills on three dimensions:

- Organisational dimension: the ability to influence the organisation in which teachers operate (professional educational leadership towards change and leading special-education policy based on vision, belief and values).

- Task-oriented dimension: the ability of teachers to fulfil their roles in a better manner when carrying out tasks delegated to them in the framework of their roles (education, teaching, effective work, leading change).

- Human relations dimension: the ability to work in a system of fruitful interrelationships in teamwork and with pupils and parents; to forge relationships; and establish good working relations with all entities connected with the education framework under their leadership, both in normal situations and in those involving tension, conflict and crises.

3.1 Reform and Change Processes Consequent to Enactment of Special Education Law (1988)

The current study focuses on the reform in the education system originating in the enactment of the Special Education Law (1988). The law was legislated primarily as result of external pressure wielded by policymakers at different levels and by parents of SEN children, both individually and through parent organisations. This type of reform can be defined as 'an expression of a social-educational movement aimed at effecting a significant change in the education system while contending with basic issues' (Avishar, 1999). The initiative for the reform in education generally came from 'above' – i.e., from the legislative body or from the implementing governmental agency. The reform has implications on changes taking place in educational frameworks in general, including special education frameworks.

Organisational theory defines 'change' as a deviation from the established rules relating to the structure and pattern of an organisation (Samuel, 1990). When

discussing institutes of education, professional literature describes a long-term multidimensional process, starting with the consolidation of a policy through to actual implementation, modified by local interpretation (Fullan & Steigelbauer, 1991; Hall & Hord, 1987; Hopkins et al, 1994, Avishar, 1999).

A distinction is made between two levels of change in institutes of education and in organisations in general (Samuel, 1990; Fullan & Steigelbauer, 1991; Cuban, 1996):

• A fundamental change, which includes fundamental, controlled and pre planned procedures aimed at bringing about a significant change in the organisational structure, vision, aims and objectives of the educational framework, including in role perception, work patterns and work contents of its personnel.

• Incremental change, expressed on two levels, 1) change in school/kindergarten's processes and procedures (e.g., in timetable, room functions, etc.) and 2) interpretation of requirements for the fundamental change, such as changes in work methods, learning group composition, etc. This type of change does not rock the institute's overall organisational structure, but adds to the effectiveness and efficacy of the teaching and pedagogic work.

Researchers studying changes impacting education generally agree that such changes are comprised of processes incorporating both cognitive elements (perceptions, knowledge and thinking) and affective elements (attitudes and psychological, social and behavioural processes) (Sharan & Shahar, 1990; Hall & Hord, 1987). Sorter (1995) focuses on behavioural elements evident in teachers implementing change processes, since a teacher's behaviour expresses his/her perceptions and beliefs. According to Piaget's theory, a genuine conceptual change obliges an 'assimilation' stage – adaptation of the new reality to the individual – and an 'accommodation' stage – adaptation of the individual to the new reality – in other words, formulation of new schemas. The transition from assimilation to accommodation requires cognitive dissonance expressed in dissatisfaction with the existing state of affairs, thus increasing motivation to

implement said change. Sorter and Piaget are in agreement that the learning process that takes place during change is in accordance with the constructivist model, which states that new knowledge is both added to, and based on existing knowledge (Avishar, 1999).

Vygotsky (1962), similar to Piaget, also emphasises the importance of developing knowledge according to the constructivist approach in order to create cognitive structures that will ultimately lead to change. Vygotsky adds a further and important facet in the change process undergone by individuals – that of dialogue with the environment. He claims that such dialogue ultimately helps the individual to adapt to the new reality. This dialogue stage, which requires a significant cognitive change, eventually enables maximal utilisation of the potential contained in the individual undergoing the change (Sorter, 1995).

3.2 Contents Defined by the Law and their Impact on Special-Education School/Kindergarten Teachers

The Special Education Law (1988) determines in subsection 16(a) that 'teachers in institutes of special education must be certified teachers and trained in special education, or have received a temporary licence from the General Director of the Ministry of Education and Culture to serve as a teacher in an institute of special education'.

The above stipulation requires that special education school/kindergarten teachers receive specialised training in order to understand the characteristics of the different special education populations. Special-education school/kindergarten teachers must also undergo professionalisation in unique and special teaching, treatment and education methods specific to these pupils, all based on worldviews, beliefs and values. Up to this point, it appears that the law has not introduced any change with regard to the perception of school/kindergarten teachers in special education.

One of the innovations introduced by the law is the definition of the needs of SEN pupils, who are now entitled to receive paramedical and psychological treatment

in the educational establishments in which they are enrolled. This stipulation has led to the **introduction of a culture of interdisciplinary teamwork** in the treatment of SEN pupils and to a change in the role perception of the special education school/kindergarten teacher. Special-education school/kindergarten teachers working in ordinary classes in which SEN children are mainstreamed have become 'co-ordinators', while those working in special-education school and kindergarten classes have become 'case managers'.

Subsection 19(a) of the Special Education law determines that 'the team providing treatment in a special education establishment will determine individualised curricula at the beginning of the school year, and no later than the date specified by the minister in the regulations, for each exceptional pupil learning in the establishment'.

This stipulation presents three new requirements for the treatment of SEN pupils: **Management of individualised study curricula by force of law** – the curricula must include aims, objectives, timeframes for attainment of objectives, presentation of work devices and methods to be used when teaching/treating SEN pupils, and definition of methods and tools for assessing progress. This type of study curriculum is effective, and has therefore introduced a **culture of effective curricular management** into special education schools and kindergartens. Since the curriculum is prepared by the entire interdisciplinary team treating the pupil (both within the establishment in which the pupil studies, as well extramurally by other treatment frameworks working with the pupil) it is evident that the law has contributed towards introducing a **culture of collaborative and effective interdisciplinary teamwork.**

The legislator added in subsection (b) that '… the exceptional pupil's parents, or whosoever the minister determines in the regulations for this matter, will be invited for the purpose of determining the study curriculum'. This statement contributes a new and additional meaning in the education of SEN pupils beyond the traditional medical approach accepted by the special education system up till the time of legislation – that is, **working according to an educational and rehabilitative orientation, with the participation of the child's parents.**

In summary, prior to the legislation of the Special Education law, the role perception of the special-education school/kindergarten teacher was limited solely to canonical knowledge of the special education pupil population and the sphere of special teaching methods. The new significances defined by the law relate to management of an effective study curriculum on the part of the school/kindergarten teacher, requiring the creation of a culture of professional, collaborative and effective interdisciplinary teamwork. In parallel, parents are full partners in the education and rehabilitation of their children. This change has introduced efficacy and effectiveness in the utilisation of resources.

The change in the role perception of SEN school/kindergarten teachers who work with mainstreaming in education and teach exceptional children in special education classes and kindergartens demands acquisition of knowledge and skills in the areas of leadership, effective interdisciplinary team management and working with parents. Professionalism in these skills obliges broad and thorough professional development of SEN teachers and their definition as professionals (Darling- Hammond, 1990) or semi-professionals (Etzioni, 1969) operating according to an ethical code (Dinham & Striter, 1983). This ethical code is formulated specifically for SEN teachers and relates to their professional contact with their clients, including parents, interdisciplinary team members, and other entities with whom they come in contact during the course of their work.

The Special Education Law has defined compulsory education for SEN pupils from 3 to 21 years old, while previously these pupils were educated by power of law from the ages of 5 to 18. In practice, this new definition requires training for school and kindergarten teachers in areas of canonical knowledge, as well as in rehabilitative education skills and worldviews relating to infants and adolescents belonging to the problematic SEN population learning in special education frameworks. This population includes children suffering from severe retardation, sight and hearing impairments accompanied by multiple problems, and autism. In the case of infants, a transition is required from the medical approach, customary in treatment kindergartens, to an educational and rehabilitative approach. Older children require an innovative educational approach that prepares them for autonomous adulthood accompanied by quality of life.

3.3 Kindergarten/Class Teacher in Special Education – Team Leadership out of an Awareness of the Importance of Organisational Culture

In the past, special-education kindergarten/school teachers were solely required to possess canonical knowledge relating to the specific population they were educating and teaching. Today, in addition to acquiring such knowledge, teachers are responsible for implementing in their classes policies contained in law. Furthermore, they must possess the professional management and leadership skills required for leading an interdisciplinary team operating in the framework for which they are responsible (Dunning, 1993). First and foremost, teachers must demonstrate professional collegial educational leadership skills in order to enable them to plan and lead professional team meetings. During these meetings they will structure and crystallise, in collaboration with the interdisciplinary team, the beliefs and values guiding their shared work and will update the members on special education policies that are to be translated into working plans and principles for establishing the kindergarten/school's organisational culture.

The complexity of the kindergarten/school teacher's role as a leader with management skills obliges a mixed collegial educational leadership style and the maintenance of transformational and transactional leadership (Coleman, 1995; Dimmock, 1993). To be able to fulfil their roles as leaders of interdisciplinary teams (McGregor Burns, 1978; Law & Glover, 2000; Ronen & Popper, 2000; Fuchs, 2000), teachers must possess skills required for team building (Tuckman & Jensen, 1977; Tuckman, 1965) and for leading professional team meetings in which the prevailing climate is one of listening and open and constructive communications that motivate and enable discussion of successes, problems and difficulties encountered when working with pupils. The meetings must be implemented with a feeling of openness, collaboration and mutuality (Sharan & Shahar, 1990). The leadership style should be characterised by intellectual curiosity, canonical knowledge, experience, openness and flexibility. This will enable collegial problem-solving and decision-taking processes to take place, empowering the team, promoting the education of pupils; conclusions can be made after weighing up data and measures taken towards change in keeping with conclusions drawn (Bell, 1992; Belbin, 1981; Inbar, 2000; Bush, 1995; Sharan &

Shahar, 1990; Murphy & Hallinger, 1993; Murphy & Beck, 1995). Documenting and reflecting on the process implemented will lead to genuine learning and personal development for both kindergarten/class teacher and interdisciplinary team members alike.

This type of leadership style will enable fruitful discussion and reflective thinking, in parallel with personal and professional development of each member of the team, both in relation to his/her work within the team and to the development of the team as a whole (Keiny, 1998).

It is also essential for special education teachers to be charismatic and authoritative, (Ronen & Popper, 2000) in addition to thinking in an open and stimulating manner. They must enable and challenge team members to formulate and implement an educational vision, perform tasks, work, and contend with difficulties out of a readiness for change and improvement.

The role of kindergarten/school teachers in special education demands managerial skills in order to determine procedures (Bell, 1992) and implement efficient and effective work methods (Sharan & Shahar, 1990). The teachers must act as co-ordinators and maintain regular two-way communications with parents, external therapists and team members concerning the matter of the pupils under their charge. They must have the ability to define roles (Adair, 1988), delegate responsibilities to team members (Hersey & Blanchard, 1977; Handy, 1993), listen, and cope with conflicts among staff members and various types of crises within the education framework. Teachers must therefore possess management and professional knowledge regarding ways of dealing with stressful situations (Law & Glover, 2000) and crises (security and safety, mourning, loss of parents'/team's trust). These managerial skills must also include management of physical, economic and manpower resources (Hunningher, 1992). Last, but not least, in the area of pedagogic, educational and learning spheres, the manager must have the ability to set learning, educational and rehabilitative targets for both individual pupils and for the entire kindergarten/class, and to determine effective ways of implementing and evaluating said targets.

As previously mentioned, the process of implementing special-education policies and those specific to the particular education framework obliges the manager to

stimulate reflective thinking (Dewey, 1933) by means of asking reflective questions related to the significance of the existence and aims of the specific special education framework. Greenfeld's (2002) question model based on reflection principles, leads the way by means of three levels of reference:

- Value level: **Why?** - Deals with the significance of the style of existence of the educational framework – including professional and ethical aspects – and the answers, upon which the vision is founded. For example: What is the meaning of the educational, pedagogic, teaching, treatment and rehabilitation values and beliefs upon which the specific school's policy is to be built?

- Normative level: **What?** – these questions form the task-oriented sphere of the specific educational framework, dealing with contents on the organisational culture, educational, learning and rehabilitative levels.

- Performance level: **How?** – These questions deal with the means to be employed in order to attain the educational, learning and rehabilitative aims upon which the policies are based. Such questions help formulate aims and work methods and also serve as a way of monitoring and evaluating the efficacy and effectiveness of everything implemented within the particular educational framework. They promote reflective thinking processes among special-education kindergarten/class teachers who lead policies towards implementation, as well as among team members who operate within the educational framework.

3.4 The Special Education Kindergarten/Class Teacher as Leader and Manager of Effective Team Work in the Formulation of Individualised and Class Curricula

The requirements of the Israeli Special Education Law (1988) form the basis for two change processes relating to the planning of individualised special study curricula for each and every SEN pupil:

- Recognition of the fact that pedagogic work must undergo a transformation from a situation in which kindergarten/class teachers apply

'ready-made' curricula to one in which they are proactive in planning and developing study curricula and a learning environment suited to the needs of the specific educational framework in which they work (Eizenmeyer, 1999; Tal et al, 1999).

- The concept that teachers are autonomous and bear part of the responsibility in the process of planning, developing and adapting the contents and learning methods applied by themselves and their pupils (Levine & Nevo, 2000).

Consequent to the above-mentioned statutory change, special education kindergarten/ class teachers now have a double role:

- Developing full organisational and professional autonomy for both the educational framework in which they work and for the teachers themselves. In this context, SEN teachers take on the role of pedagogic leaders while leading interdisciplinary teams that share in structuring, developing, implementing and evaluating personalised class curricula for every single pupil.

- As pedagogic leaders, special education kindergarten/class teachers must contend with simultaneous situations that include planning, building and developing personalised and class curricula, while at the same time taking responsibility for their implementation and evaluation. This requires managerial and organisational skills in parallel to leading curricula-related processes that demand professional and ethical considerations, decision-making and implementation activities. It also involves the dynamics of directed and latent change, and exposure to changes in the conception of the teaching profession as a whole and the role of the kindergarten/class teacher in particular – sociological processes consisting of the breaking-down and rebuilding conventions and norms (Ariav, 1996).

Special education teams dealing with the planning, developing, implementation and evaluation of personalised and class study curricula are perceived as a 'professional learning communities' (Margolin et al, 2002). It is expected that these teams will fully participate in the development and formation of curricula as

finished products suited to the needs of the educational framework, the individual pupils and the teaching circumstances (Ben Peretz, 1995; Keiny, 1998). Therefore, in a place where the kindergarten/class teacher is perceived as a pedagogic leader and this type of interactive situation takes place, the required leadership style will be of a **supportive and knowledge sharing** style (Hord, 1997). With this type of leadership style, the kindergarten/class teacher does not perceive himself/herself solely as a doer and organiser, but also as a person who learns and develops, both personally and professionally. He/she designs an environment that supports creative thinking, expression of new ideas, reflective and fruitful discussion, and building of problem-solving and conclusion-drawing tools that help change the existing situation and develop all those who come in contact with this environment. This leadership style enables the maintenance of pedagogic and super-pedagogic thinking within a learning community. An interactive environment is built around this leadership style, containing reflective activities, collaborations, intellectualism and sensitivity, all of which lead towards new understandings and questioning that comprise a part of the learning and development process taking place in the educational framework (Grossman et al, 2000; Shulman, 1987).

This work style, applied within the above-described team climate, enables special education kindergarten/class teachers to relate to, deal with and lead in all matters occupying the team in relation to personalised study curricula for SEN pupils on value, normative and performance levels. This is achieved by reflective thinking stimulated by raising questions (Dewey, 1933), and is applied in accordance with Greenfeld's (2002).

3.5   Management and Leadership Skills for Working with Parents as Partners

The Israeli Special Education Law (1988) and similar acts and laws elsewhere in the world demand that parents participate in the formulation of individualised study curricula for their SEN children. Special education kindergarten/class teachers and the members of the interdisciplinary team under their leadership are obliged hold a meeting with the parents before embarking on the process of formulating an individualised curriculum. The aim of the meeting is to co-ordinate parents' expectations of the educational framework in which their

children learn. The relationship formed between special education kindergarten/school teachers and parents during these meeting are complex from the emotional perspective. The SEN kindergarten/class manager must therefore demonstrate a high degree of professionalism in the areas of management and leadership in order to steer the meeting in a forward-looking and constructive direction that will best serve the child in question. The meeting arouses and exposes the parents' emotions in a cycle of 'shock' that includes denial, sadness, loss, anger, frustration and disappointment, alongside severe anxiety and gratefulness (Even & Zimin, 2002). According to this perception, parents and education system together form the basis for formulating the most holistic and effective treatment for the child, which means that the two parties should create a shared language that the child will be able to understand.

SEN teachers require strength in order to be able to maintain hope and belief in the continued advancement and education of their SEN pupils. This will enable them, besides treating, educating and teaching the children, to simultaneously encourage, support, guide and empower the children's parents.

Nurturing beliefs and values, developing on a personal level and acquiring skills for total, genuine, direct and empathetic listening, in tune with the parents needs, while concurrently extending professional support, will all help SEN teachers towards building mutual and collaborative relationships with the parents. Such listening enables close and trusting relations while providing an opportunity for enriching knowledge and information resources and stimulating improved discussion regarding the special needs of the child – thus achieving a more effective educational and rehabilitative process.

The style of work that includes parents as partners is a product of the collegial, collaborative, educational and professional leadership style that develops as a result of holding regular meetings with parents. During these meetings the kindergarten/class teacher describes the kindergarten/school's educational policy. Professional and constructive dialogue is maintained owing to the fact that parents, kindergarten/class teacher and interdisciplinary team members all listen to and learn from one another. The knowledge accumulated in these meetings constitutes the foundation for the process of formulating mutual targets that are

taken into consideration when constructing, implementing and evaluating personalised curricula. Regular meetings with parents during the implementation of the personalised curricular contribute towards open, in-depth and fruitful discussion of the course of events and of any problems occurring during the course of work, and can also help produce solutions (Swap, 1993). This type of work style produces documentation that can be used by the educational framework to assess both the child's progress and the educational process implemented from the initiation of the curriculum until the date determined for it's assessment. Since it often happens that parents and staff work intuitively, this documentation provides a wide and professional perspective of the personalised study programme.

This work style is also in keeping with the Counselling model (Cunningham & Davis, 1985) in which parents are perceived as clients who receive professional advice and bear the status of full and active partners in the decision-making process – as against parents who receive information only. The former scenario empowers parents, increases their satisfaction, encourages better co-operation, and enhances the challenge parents encounter in the treatment of their children. However, it also leaves more space for parents to make erroneous decisions that do not promote the interests of the specific child and his/her reality. Therefore, the Counselling Model obliges a greater degree of professionalism in the area of canonical knowledge regarding the special needs of the pupil on the one hand, while demanding a greater degree of knowledge and skills for working with parents as participants on the other hand. The collaborative-counselling model relates to both the organisational and communications dimensions of management and leadership skills that come into play when conducting discussions about SEN children. The discussions must be held in a constructive and positive atmosphere in which there is openness to listen to different opinions and points of reference, raise questions, voice criticism and problems, endeavour to find practical solutions, contain aggression, and maintain positive and constructive feedback.

This type of collaborative and mutual approach for working with parents can also be implemented through a policy of transparency, attainable through diverse means. One example is the initiation and management of open days for parents during which parents can observe work with the children, become better-

appraised of their children's abilities and difficulties in the specific educational framework, and participate in activities together with their children. This type of activity helps strengthen the parent-child relationship through a constructive experience and its repercussions extend to home life. It provides an opportunity for learning, support, advice and guidance for parents regarding addition facets that should considered and learned in relation to the special needs of their children (Hornby, 2000).

3.6 The Ability to Identify the Need for Change and the Ability to Lead Change

This section will deal with the ability to identify the need for change and the ability to lead a process of change as a significant and central core in the set of abilities and skills required by special education kindergarten/class teachers in the optimal implementation of their roles. It should be pointed out that these special education teachers operate in a dual reality. On the one hand, they must deal on the personal, professional and organisation level with regular changes connected with the daily reality of their SEN pupils. On the other hand, they are expected to know how to identify the issues and objectives that need to be changed on the organisational culture level in collaboration with the interdisciplinary team.

Inbar's (2000) definition of the understanding of the significance of change and its link with role perception serves as a starting point for this discussion. His definition perceives change processes as reorganisation in the prioritisation of role components and the redistribution of all types of resources. Hershey & Blanchard (1988) describe the connection between coping with change processes and coping with managerial entities. They listed three skills that help leaders possessing transformational leadership skills to lead and direct change: cognitive ability; behavioural ability and personal ability.

3.6.1   Cognitive ability

According to Piaget (1971) and Vygotsky (1962), cognitive ability comes into force when contending with complex tasks and is based on cognitive learning processes in which individuals search for the links between existing knowledge and new learning. Vygotsky, as against Piaget, emphasises dialogue with the

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surrounding as serving of a lever in the change process, since such dialogue exposes kindergarten/school teachers to new concepts and contents. This results in an interaction that contributes towards acquiring new skills and changing and amending old concepts, thus leading to new approaches and ways of thinking and internalisation of new patterns of behaviour.

Sorter (1995) expands on Piaget and Vygotsky's theories by defining and detailing elements that influence cognitive processes connected with teachers' abilities to cope with the gap between new and old and the degree to which they are able to handle unbalanced and conflict situations.

- Radical change – a process involving the creation of new structures of knowledge, theories and perceptions in an effort to solve conflicts experienced in the encounter with change. This form of coping is made possible due to the uncomfortable situation resulting from the lacuna generated between the existing and new situation. A high degree of capability is required in order to be able to deal with the atmosphere of vagueness and imbalance.

- Conceptual change – This style of change occurs when there is a lack of dissonance between the current and new situations, and when there is a difficulty in coping with vagueness and disequilibrium. In this situation, change is expressed by extending and adjusting existing knowledge structures while maintaining old theories and conceptions.

3.6.2 Ability to direct and lead employees and team members

Greenfield (1987) and Sergiovanni (1994; 1995) perceive this ability as being dependant on the extent of the teacher's personal and professional knowledge, from the routine management level through to the educational leadership level (Sergiovanni describes the role as that of 'High Priest'). Educational leadership in this perspective can be expressed by three leadership styles:

- Nursing leadership style – this style is suitable when the team is not yet sufficiently mature for change. Such a situation allows kindergarten/class teachers to closely supervise and nurture their teams and to establish an

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initiative for change by developing the concept of the vision and putting effort into understanding and clarifying expectations (Inbar, 2000).

- Facilitating style – the facilitating style is suited to situations in which the team can operate, initiate, persevere and realise the concept of the change process. The kindergarten/class teacher can find fertile ground for ongoing dialogue relating to the definition of problems, needs and objectives arising during the course of teamwork and when leading the change process.

- Reinforcing style – the reinforcing style is based on the teacher having the knowledge that the team is at a high level of maturity and that it can initiate, develop, evaluate and change according to need, without necessitating close guidance or supervision. The teacher can thus enjoy a team that operates autonomously and that is able to lead empowering change processes, while implementing a supportive and knowledge-sharing style. A multifunctional field of interaction can be created in which there is development of activity, based on shared experiences and perpetual dialogue, thus stimulating mutual growth of interactive and complex ideas that thrive on a plurality of cognitive perspectives (Fridman, 2000b; Inbar, 2000; Graumann, 1990).

3.6.3 Ability to Lead Complex Processes at Differing Levels in Educational Frameworks

Change processes are saturated with conflicts and crises; the ability of special-education kindergarten/class teachers to lead such processes is subject to the existence of three leadership styles based on differing levels in their personal development as leaders, ranging along a continuum:

The first leadership behavioural level reflects effort and provides the opportunity to cope with conflict (facilitating leadership). The intermediate level perceives conflict as a source for advancement and growth and recognises opportunities for change, but strives to solve problems arising as soon as possible in order to stabilise the educational framework. The highest level, defined as challenging

leadership, emerges from a place of responsibility and maturity and transforms conflict from hazard into change (Kaspi, 1996).

Ross (1987) proposed a model for dealing with reflective processes. This model defines the components of ability required of special education teachers in order to lead change processes in a mature and responsible manner. One of the facilitating skills is that of the reflective thinking process. Ross defines three areas of ability involved in the internal process that takes place in teachers who use reflective thinking when leading a change process:

- The ability to identify dilemmas or problems, analyse by means of insight analysis, search for diverse solutions and implement them in new situations.

- The ability and willingness to make decisions and to bear responsibility for decisions and activities on the professional level. This ability is connected both with positive self-perception and self-confidence regarding activities implemented and the ability to contend with frustration if the desired objectives are not attained.

- The ability to contend with new situations during change processes. This ability also requires, among other skills, the ability to practice self-control, willingness and ability to cope with mistakes and frustrating situations, and the ability to learn from and take advantage of experiences for future and new coping processes.

Chapter 4

4 Presentation of Possible Ways of Narrowing the Gap between Job Demands and Training Process

The changes that took place in the ordinary and special education systems consequent to the implementation of the Special Education Law (1988) are a token expression of all the changes, reforms and innovations undergone by the educational frameworks in all areas. These changes comprise an integral part of the issues that the pedagogic team must contend with on a routine basis (Gali, 1979; Shahar, 1990; Cuban, 1996). Fullan and Steigelbauer (1991) consider that the practical challenge posed by the twenty first century is that of the ability to adapt to the fundamental changes influencing the structure and culture of the education system and the role perception of the teachers working in that system. This challenge is accompanied by the changing climate of the post-modern era. The objective concept of knowledge and the processes involved in the acquisition of knowledge held sway during the modern, industrial era. Post modernism disqualifies unequivocal truths, values, and objective and universal knowledge, while adopting relativist and pluralistic concepts that recognise the right to the existence of diverse opinions and accept all life styles. This stand seriously complicates the situation for class teachers, due to the fact that all worldviews that were unequivocally accepted up till now in many cultures – such as justice and enlightenment – are now being reconsidered (Giro, 1996; Aloni, 1996; Aviram, 1996; Levine and Nevo, 1996).

Kass & Fridman's study (2000) indicates that teachers holding 'middle management' positions, who require leadership skills in performing their roles, maintain intense interaction with colleagues, teachers and supervisors, are involved in education-system decision-making processes, and feel a part of the dynamic organisational culture and consequently of the educational framework. This in turn enhances their feeling of professional ability. In light of these findings, Kass & Fridman (2000) propose that training programmes for teachers coping with changes in role perception due to changes in education policies and perpetual organisational and cultural changes should include skills for persons

living in dynamic and changing organisations. These programmes should empower teachers with team leadership skills and develop skills required for managing professional meetings, instructing colleagues, and practising assertive communication with supervisors and external entities. It should also furnish them with the ability to introduce changes in themselves and their surroundings, while marketing personal and team initiatives.

4.1 Enhancing the SEN Teacher's Feeling of Professional Ability in Fulfilling His/Her Role and the Place of Empowerment in this Process

Studies conducted in the Western world and United States over the past two decades indicate that a feeling of 'self efficacy' is the main influencing factor in a teacher's ability to cope with changes, innovations and challenges at work (Muijs, 1997) and collaborate with team members (Dibella-McCarthy et al, 1995). This feeling, which is situation-dependent (Bandura, 1997 in Kass & Fridman, 2000), is defined as an individual's judgement regarding his/her ability to organise and implement behaviours in specific situations (Schunk, 1984). From the professional aspect, the feeling of self-efficacy is defined as the teacher's ability to control events affecting his/her professional life. This is attained by means of a cognitive process through which the teacher formulates his system of beliefs regarding his ability to attain objectives (Tschannen-Moran et al, 1998).

The feeling of professional competence experienced by teachers in general, including special education class and kindergarten teachers, is categorised by Cherniss (1993) into three main groups: a) mission – reflected in good teaching; b) relationships – the ability to maintain productive interpersonal relations; and c) organisation – the ability to change and influence the educational framework in which the teacher works.

Findings of studies performed by Fridman & Farber (1992), Allinder (1995), Dibella et al (1995), Smylie (1988) and Good (1981) show that the professional role perception of teachers, when based on vision, attitudes, beliefs and canonical professional knowledge, contributes to their positive self-image, prevents burnout, enhances functioning, increases willingness to deal with difficulties and innovations, and endows them with the ability to develop interpersonal relations (Sarason, 1993). All these attributes are attained as a result of the teacher's

confidence in her professionalism, based on positive feelings of professional competence, derived from control over knowledge and skills and positive experiences in relationships with clients, supervisors and colleagues. McLaughlin & Ashton (1977), in Kass & Fridman (2000), Muijs (1997), and Ashton & Webb (1986) all state that the teacher's feeling of professional self-efficacy has an impact on the effectiveness of his/her work.

In this context, Lichtenstein et al (1992) and Sadan (1993) emphasise the development of leadership skills based on competence. They perceive in such development the ability to impact and change realities that had previously been considered to be unchangeable facts. Such development is defined as empowerment.

Yossipon (1997) stresses the need of an intervention process and location that will enable school and kindergarten teachers to establish a belief and feeling of capability with respect to their self-efficacy and skills. Such a location will provide teachers with both time and place to make their personal voice heard in small group settings, and to experience, out of free will, situations requiring the implementation of changes in existing patterns in order to solve problems arising during the course of their practical work.

4.2 Adult Learning and the Andragogic Approach

Professional literature presents various theories and approaches connected with adult learning. The current study focuses on two approaches: 'andragogy' and personal development through reflective thinking. These approaches serve as the study's guiding principles for the purpose of planning and conducting professional advancement courses aimed at developing educational leadership skills and interdisciplinary team leadership skills among special-education school and kindergarten teachers.

The various definitions of andragogy, as presented in professional literature by Knowles (1983; 1984; 1998) illustrate the development in this researcher's perception of andragogy as a model for adult learning. This development ranges from 'helping adults learn' to a learning model that can be applied for various ages, while focusing on the learner himself/herself. Mezirow (1981), when

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discussing andragogy, emphasises the organisational effort invested in assisting adults to enhance their ability to function as self-directed learners. Day & Baskett (1982) perceive this concept as a pedagogic ideology, based on learning and teaching paradigms, rather than as a theory relating to adult learning. It should noted that all the researchers are of one mind regarding the fact that adult learning patterns differ significantly from those of younger learners. This difference is due to the fact that adult learning and developmental processes have unique characteristics, related to the individual's developmental stages and dependant on his/her unique traits.

The principles of adult learning are presented in professional literature by Knowles (1983, 1984, 1998), Rahimi-Shafran (2000) and Fuchs (2000). These principles define the unique characteristics of adult learners, who are motivated by self-perception from a state of dependency to one of self-directed independence and autonomy. Adults are interested in self-study, but lack the methods and tools required to this end. They need to share responsibility for, control over, and monitoring of the nature and style of learning, in which case it becomes relevant and significant for them. They therefore require direction, support, practical experience and feedback in the solution of problems arising, whether related to their profession or to any other area of their lives.

Fuchs (2000) separates the andragogic learning process into three main groups of elements: a) cognitive elements – the need to know and the need of a vision and challenge. The learner has motivation to learn and wants to know and understand exactly what the learning is leading to; b) emotional elements – learning due to intrinsic drives and the need of autonomy, trust and support. These elements focus on the fact that adult learner is an autonomous, self-directed individual who needs to feel accepted and respected, yet at the same time, requires an intimate environment, that transmits trust, support and acceptance; c) behavioural elements – the adult learner's reliance on past experience, practical and applied orientation, and his/her need of action and involvement. These characteristics indicate the experiential, practical and relevant aspect of the study material as essential and dominant components.

All the above-described elements are required for the generation of abstract perceptions and interconnections, formed by analysis of the learner's experience, examination of their implications on new situations and experiences, and solution of problems (Kolb, 1984).

Tuecher-Saar (2000) emphasises the self-directed adult learner's need of intrinsic motivation, which she classifies as being emotional, and not cognitive as is claimed by Fuchs (1995). She adds two elements to the cognitive group a) asking questions (as a basis for learning), and b) thinking about the learning process (reflective thinking). She also adds the need for inquisitiveness and openness and stresses that the learner must believe that he/she will be able to cope with challenges and unforeseen situations. The difficulty connected with adult learning is related to the learners' past experiences, which limits their ability to change and be changed.

4.3   The Reflective Approach to Professional Development

Reflection, similar to andragogy, focuses on a process of personal development and learning. However, it differs from andragogy in learning techniques and in the nature of the learner's personal development process. Reflection currently holds a central role in school and kindergarten teacher training. This is a result of many research studies carried out over the past decade on the subject of teacher training which focused on the perception of teaching as a reflective occupation and on the immense impact of reflection on the professional development of teachers. The approach, based on a theory proposed by Schon (1983), constitutes part of a comprehensive process of personal development, accomplished by means of self-examination of beliefs, worldviews and opinions.

Dewey (1933), Kemmis & McTaggard (1982), Ross (1987) and Ross et al (1993) perceive reflection as a tool that can be used by teachers to develop critical thinking while 'looking into themselves', and additionally, as an aid for self-judgement and self-criticism their own actions. Such critical observation causes teachers to act with discretion and not impulsively, and prevents rote and monotony when fulfilling their roles.

Various researchers have analysed and classified reflective thinking. Buchmann (1993) distinguishes between cognitive processes connected with mental activities taking place during reflective thinking, and personal attitudes or tendencies, which also constitute an integral part the reflective thinking process, influence it, and are influenced by it. Gore (1988) and Buchmann (1993) define reflection as a psychological process with a disposition towards self-examination and self-searching. According to Louden (1992), introspection, aimed at self-understanding and self-evaluation, constitutes a major part of the reflective process. Dewey (1993) emphasises the need of openness and dedication to this process.

Day et al (1993), based on research carried out by Schon (1987) and Griffiths & Tann (1992), present a model comprised of 3 experiential levels in reflective thinking. The first level – reflection in action – is a reflective process carried out in the present. It is rapid, instinctive and immediate, and occurs during the course of the action performed by the teacher. In the case of the second level – reflection on action – the reflective process relates to events that took place a number of hours, days, or even weeks or months after the original activity or event. The third level – reflection about action – is a projection of the teacher's thoughts to the future, and, according to Louden (1992), a rehearsal for the future. Reflective thinking ability is evident in all three levels. The entire process is known as overarching, parallel to a process of life-long learning.

The instruction process for developing reflective thinking skills is implemented by a coaching teacher. The instructional approach is presented in professional literature as being realised through feedback discussions – a shared activity allowing mutual and reciprocate clarification of different situations and exposure of considerations, dilemmas and decision making processes experienced by teachers undergoing training. All this is accomplished through retrospective, introspective, and/or analytical observation. (Zeichner, 1990; Stoddart, 1990; Ross et al, 1993).

Another instructional approach is the dialogue approach, presented by Richardson (1994). This approach challenged the outdated 'pedagogical monologue' according to which the instructor knows what is best for the individual under

instruction and in which the former party passes on his/her opinions to the latter. The dialogue approach is adapted to the changes occurring in teaching practice and educational research. The goal of the instruction is not to supply information and say what is good and what is bad, but to lead the individual receiving instruction along a new path of thought, towards generalisation, re-categorisation and renewed understanding of the matter under discussion. This change reflects concepts such as power and personal voice. The researchers Cochran-Smith & Lytle (1990) and Hargreaves (1996) place great importance on the subject of the teacher's personal voice since it can be used to improve and change the teacher's attitudes and experiences.

Ezer's (1998) thought-stimulating dialogue model is based on both Schon's (1988) approach and Vygotsky's (1962) approach. Schon (1988) emphasises reflection in instruction, while Vygotsky's (1962) emphasises the development of the instructed individual from the point at which he/she starts instruction to the point of realisation of his/her potential through a process of change. The instruction process is conducted through an instructor who identifies the starting point, potential and personal voice of the individual he/she is instructing. The instructor directs the person receiving instruction towards areas of theoretical and practical knowledge, discloses incidents, and helps interpret them. The person undergoing instruction thus arrives at new understandings regarding his/her area of knowledge (discipline), role perception and profession (education and teaching).

Alpert (1998), when discussing reflective learning, distinguished between learners with different personalities, including individuals with a tendency towards self-examination and reflection and those in whom this tendency is less developed. This distinction is similar to the distinction made between internally directed students and externally directed students, as presented by Ben Peretz (1998). An additional distinction was made by Reichenberg & Rand (1998) in their research. They link different styles of significance of existence, derived from different personality styles, to the ability to learn through a reflective process. Reichenberg & Rand (1998) distinguish between two types of learners: Learners with a 'being' style of existence, expressed in self-realisation and a positive affinity towards personal development consequent to reflective thinking; and learners with a

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'having' style of existence, expressed in a tendency towards possessiveness, whether for possessions or in other spheres of life. Persons demonstrating the latter characteristic are unable to utilise the reflective thinking style.

4.4 Teacher-Training Using 'Case Studies'

In recent years it is becoming more widely accepted that the starting point for teacher training is the education field itself, where all the roles of educational activity are practiced, encompassing the entire range of events, characters and cases. The new direction in training is from practice to theory. Alpert (1998) states that the aim should be to enable teachers to observe unique occurrences and to utilise them for the purpose of developing personal and practical information and for creating rules through the resulting specific knowledge.

One of the recommended approaches within the context of this training method is that of relating to a personal story drawn from the professional world of the teacher. This approach enables the teacher, by means of reflective thinking processes, to reach an awareness (Mattingly, 1991) and understanding (Ben Peretz, 1995) and to attain a high level of professional knowledge (Kopperberg & Olshtein, 1998).

The process involved in story telling and in sharing events with colleagues encourages reflective processes. Bruner (1986) perceives the narrative element as existing side by side with the paradigmatic element in the complex world of educational practice.

Chapter Five

5 Teamwork in special education

5.1 The significance of teamwork in the educational system

In many ways, teams comprise the foundation stones for developing organisations – both commercial and educational – which emphasise efficiency. Teamwork is considered to be an essential and fundamental concept, playing a major role in, and serving as a lever for change. In an era of reformation and change in an education system striving towards maximum effectiveness, teams are defined as important agents that help steer processes such as maximal development of individuals (pupils, teachers and managers) and empowerment of pupils, parents, teachers and managers (Fridman, 1993; Law & Glover, 2000).

Change in teachers' status is another important facet of teamwork in the education system. Teachers, who are no longer isolated and lacking in autonomous outlooks, have adopted teamwork teaching styles, and maintain professional dialogue with their colleagues. Such dialogue includes planning, problem solving, decision making and evaluation of accomplishments on both the individual and institutional levels. Fullan (1991) describes this new status as 'interactive professionalism', stating that it contributes towards reciprocity that improves professionalism, and that this in turn enhances the education system. The education system, thus enhanced by teamwork, reciprocates by empowering the teacher's professionalism.

Although teamwork is a positive innovation and makes a significant contribution towards the education system, definition of the concept in the education system still remains vague. Fridman (1997) illustrates this point by mentioning that managers aiming to implement this work model, as well as the team members themselves, have limited knowledge only of teamwork guidelines.

The teamwork importance is reflected by the manner of cooperative educational work that is characterised by efficiency and effectiveness towards reaching common goals. The means to reaching these goals are: defining common goals

and achieve them; constructing procedures and working methods; having constructive and open professional communication between team-members, which enables a development of the individuals combining it; coordination and timing; cooperation; defining the need for change and creating processes in order to achieve change. (Beggs (1996); Belbin (1981); Bell (1992); Inbar (2000); Buckley (1999); Sharan & Shahar (1990); Sharan et al (1998); Katzenback & Smith (1993); Golomb (1996)).

5.2 Teamwork in Special Education

Teamwork in the special education frameworks in Israel has been extremely broadened during the last few years, following the implementation of the Special Education Law (1988) articles, which are, in a way, a definition of the needs of special-needs students. Following this, the special education systems received provision of special services. This explains how professionals from different specialization background were integrated into the special education frameworks. Today, aside from the special education teacher, therapists from different professions are working in these frameworks, such as: movement, music, art and drama, communication therapists, occupational therapists, physiotherapists, psychologists, social workers, doctors, nurses, assistants, seeing and hearing impediments specialists, learning specialists – all of these professionals conclude the interdisciplinary team.

The interdisciplinary special education team works together in order to implement and assess an individual treatment program for each student (Kalber & Carlton, 1982), for professional rehabilitation planning and its implementation (Everson 1990),and towards enhancing the integration of special students in regular educational frameworks (Gestern , 1990; York et al.1988).

There is some criticism in regard to the phenomenon of multiple professionals in the education system. Those opposed to this, see the phenomenon of diverting so many experts to the educational frameworks, a source for team-interaction that does not necessarily serve the good of the students, and complicates the social-organizational structure of the education framework. In addition, solving the same difficulty can be achieved by significant broadening and deepening the special education teacher's areas of professional expertise, so that she needs less aid from

experts in specific areas only. The implementation of the law expresses an opposite approach.

The position of the specialists, who interpreted the special education law of 1988 for implementation, is based on a professional educational worldview, points to the advantage in multiple experts as an aiding element in giving a deep and professional answer to the many different problems and handicaps of the special-needs students.

Laying the grounds for constructing an interdisciplinary team in the special education frameworks is that the interdisciplinary team can be empowered in its work by mutual enrichment of the different professionals, and that the diversity of the class/kindergarten's team experts contributes directly to the in-depth professional solution, which contributes to the quality of treatment given to the special-needs student.

It is possible to find the reason for the difficulties to realize the goals of the interdisciplinary team's work in the special education frameworks, in the existence of conflicts that the interdisciplinary team members meet during their work, when they cope with defining their roles, their therapeutic identity and the interaction with the colleagues who share the professional encounter in the framework of teamwork (Tal, 1995)

Possibly, these difficulties are reflected through a process of asking questions regarding the individuals working in the team, regarding the meaning of their existence in a team, and regarding the level of fulfilment their individual needs through teamwork:

- **Inclusion** – to what extent do I feel that I am a part of the group?

- **Control** – how comfortable am I with the degree to which I influence in the group?

- **Affection** – how comfortable am I with the intimacy within the group identity – who am I, and what will I be in the group setting?

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- **Control / Influence** – to what extent will I be able to influence others.

- **Needs / Goals** – will the group's objectives fulfil my needs?

- **Acceptance / Intimacy** – to what extent will the group like me and accept me? (Fullan 1991).

These personal questions are parallel to the phases in which the interdisciplinary team is shaped in the framework of its life cycle. These phases were defined as a model by Tuckman (1965) in Law & Glover (2000): The Forming stage – characterised by uncertainty and worry. The Storming stage's climate is characterised by internal dissent and conflict. The Norming phase is characterised by the development of cohesion and satisfaction as team members. In the Performing stage the team focus on the implementation of tasks, while resolving interpersonal conflicts.

In parallel to the process of interdisciplinary team formation in the special education frameworks, the class/kindergarten manager copes with her new role definition where she is in charge of constructing and assessing a personal education program for the students, following the law. This new role demand obligates her to have a personal and professional ability to lead the interdisciplinary team working in her class/kindergarten. This role-framework obligates her to be extremely involved with the work of each team member, and influence the social encounter and lead it.

Therefore, this study will, first of all, examine the concept of interdisciplinary teamwork, examining the spheres that construct a constructive and fertile climate in this interactive process: The sphere of collectiveness, the sphere of collegiality, the sphere of consulting with others and the sphere of effectiveness. The styles of team leadership will end the discussion on the subject.

5.2.1 Interdisciplinary Team – Definitions and Significance

The interdisciplinary team is based on the 'Interdisciplinary Approach', which relates to every team that deals with more than one discipline. The interdisciplinary approach is currently accepted practice in medical and care-

giving institutions in which the treatment given supports a worldview based on a number of professional approaches. The interdisciplinary approach is so common today that nobody asks questions such as why, how or when, or whether such a team is the suited to the organisation from the perspectives of function, financing and effectiveness (Golomb, 1996).

Professional literature relates to teams that include a number of professionals and that go under different titles. These titles emphasis the multiplicity of the professional areas and different treatment approaches that make up the care-giving team:

The Multidisciplinary team – describes the entire range of professional approaches.

The Trans-disciplinary team – describes the way in which the various professionals bridge gaps regarding treatment and the various professional points of view.

The Co-operative team – emphasises the sharing and collaboration of the various professionals and the Holistic team which emphasises the integrative and holistic worldview adopted by the interdisciplinary team in the provision of treatment.

The professional tasks of the interdisciplinary team are to diagnose and treat, both of which are cognitive components. The team collects facts and data and uses them to arrive at conclusions. These conclusions are translated into recommendations for treatment. Accuracy in the collection of facts and knowledge and interdisciplinary discussions that shed light on the findings from different angles and reduce ambiguity will produce clearer conclusions. The professionalism of the team is judged on the basis of the clarity of its conclusions.

The cognitive and intellectual aspects of the interdisciplinary team is comprised of four ability components that express the quality and professionalism of the team in determining the diagnosis and treatment: to pay attention and listen to professionals from varying fields, to understand a range of professional jargons and approaches, to draw integrative and holistic conclusions and to define and implement integrative objectives.

The above principles are structured on integrative and mutual foundations and form the bulk of the interdisciplinary team's expression. According to Mortimore et al (1994) the interdisciplinary team's integrative and co-operative expression is reflected in its capacity to provide support services. Such integration and co-operation reinforces the educational framework in which the interdisciplinary team works.

5.2.2   Sharing and consultation in the special education interdisciplinary teamwork

First we shall discuss the **element of consultation**. This sphere constitutes the added value to an interdisciplinary team, which has an expert community culture. This culture is created when every expert lends his/her professional perspective on the subject in question. The uniqueness of the culture of sharing and dividing the variety of opinions and information sources between the experts is that it reflects a culture of listening to others, openness to new knowledge and a willingness to learn. This culture stimulates the experts to bring forth the knowledge they have just acquired to the team, to recognize its importance and enhance the self-confidence they have in their professional skills and knowledge (Bramlett & Murphy, 1998).

However, researchers disagree on what constitutes the essence of the consultation sphere. Some differentiate between the concept of **consultation** and the concept of **consulting**, saying that the **consultation** only exists in cases where there is focusing on one specific subject, while **consulting** deals with taking care of the individual, in our case - the special-needs student (Morsink et al, 1991).

Another definition was given to the consultation model in interdisciplinary teamwork as one that relates to the student him/herself and not the person who receives the counseling by the expert (parents, professional colleagues).

In summation, the joint session including the interdisciplinary team members in the special education framework creates unique social behaviors of the team members, which are expressed in joint actions dealing with constructing unique and professional treatment methods, when perceiving roles and realizing them, in exchanging information regarding the implementation of the students' personal

treatment programs (Tal, 1995). All these express the consultation sphere and the collaboration sphere in the teamwork (Dettmer et al, 2002).

5.2.3 Collaboration in special education interdisciplinary teamwork

The collaboration sphere expresses the teamwork style, which has a basis of common labor of more than one person. The working style of the cooperating team members does not express relinquishing goals and ideas, but rather adds another facet to the ongoing activity. This facet is expressed in a bridging process over the different opinions in the team, and in the process of finding the opinion all the experts that belong to it would subscribe to. The different enriches the process through the variety of experiences, perceptions, values, abilities and interests of the individuals that collaborate and contributes to the success of the professional opinion that is accepted by the team. The main elements needed for an effective collaboration are: communication, cooperation and coordination.

The collaborating climate enables sharing doubts, exercising reflective thought processes, supporting and giving non-judgmental criticism, constructing new insights, exposing the ambiguity of the personal perception, and enriching professional knowledge (Heyman, 2003; Fullan & Hargreaves, 1991). The principal of collaboration causes the decisions accepted by the team after joint deliberation and thought, to indicate the existence of a multi-sphere thought process, which takes into account the contribution of the different participants (Heyman, 2003).

Out of this evidence, one can conclude that there is a reciprocal relationship between the concept of consultation and the concept of collaboration. In the consultation process, the consulting experts reach a phase where a joint decision is made. Collaboration, however, is the working method, in which power struggles give way to politeness and civility in the decision making process of the consulting team.

5.2.4 The consultation and Collaboration Models in Solving Problems by the Interdisciplinary Teamwork in Special Education

The consultation model used for solving problems exists when the teacher and the para-medic therapist consult with each other regarding the treatment program for

the special-needs student. In several situations, the therapist will be the one to give the answers from her professional experience, while in others it will be the teacher that adds relevant professional information to the para-medical therapist. (Dettmer et al, 2002)

The situation of solving problems through a collaborative model is expressed in a situation where the teacher and the para-medical therapist report to each other as to what takes place with the student, in order to solve the student's difficulties through a therapeutic program that contains common goals for both of them. In case the program the built as a result from the problem solving process will not succeed, they shall meet again to think together and try to solve the difficulties.

The process of problem solving through a teamwork model occurs in the situation where the **collegiality element** is present – characterized by a sense of "togetherness" that exists in the interdisciplinary team that has a climate of cooperation. The collegiality is expressed by the teamwork in situations where the team becomes, because of its collegial climate, a colleague community, a learners community or a discourse community. What characterizes an interdisciplinary team, which is made from a colleague or learners community, is a collaborative learning process.

This process is implemented while constructing a common language as a basis to a reflective dialogue between the colleagues, regarding the processes the team is undergoing in order to reach its goals, and the processes the team members undergo in the framework of their personal and professional development. A collaborative climate such as this one leads to reflective thought and implementing processes of change.

The uniqueness of every interdisciplinary team is according to the experts that assemble it. The uniqueness of the interdisciplinary team that works in a collegial climate of a colleague/learners community is expressed in the style of perception and the subject issues that it deals with. What characterizes the professional **discourse community** is the use of discourse as a means to express ideas and opinions through words, actions, values and beliefs.

This discourse is very common in the early stages of the interdisciplinary team formation, when all its members stand out in the meaning of the team's existence

and in the meaning of their own personal and professional existence in its framework. They also stand out in fulfilling their personal and professional needs. The collegial teamwork that takes place in this community's framework contributes to the construction of the team and its development (Margolin et al, 2002).

The discourse of the participants in these communities express the collegial climate that exists in them and is expressed in the words of the partners in general expressions in the present multiple person: "our", "we achieved", "our goal" (Heron, 1996; Margolin at al, 2002).

The activities of the interdisciplinary team in the special education frameworks, express the creative power of the team, which enables the construction of effective and multi-dimensional intervention programs, as well as fitting the individual treatment of the special-needs student. This power is called a "Facilitative Power" and it aids in gaining resources, in a common construction of learning aids, in producing and implementing the intervention programs, receiving feedback and giving mutual reinforcement, advancing the powers of creativity and innovation within the team, to deepen the expertise and advancement of the team's common goals.

This power enables the team working in the special education frameworks to give every pupil a personal solution to his/her needs, to go over and reassess the intervention program that was built for him/her in the scope of several short time segments, and include a wide range of intervention domains. By this, it should be possible to answer the variety of the student's needs and be updated through formal and informal communication regarding the students' situation. All of these form the effective elements in the team's work.

In the special education frameworks in Israel, the interdisciplinary staff meetings are, according to the therapeutic model, a forum for decision-making and problem solving in the subject of the assessment of the student's performance, and planning the therapeutic program. These meetings take place at least three times a year, in concurrence with the chairman's directives and form the basis for the interdisciplinary teamwork on the subject of problem solving.

On the first meeting, there is a process of decision-making regarding the team's common goals, setting therapeutic-educational goals for the special-needs student, constructing common working methods and defining the means and materials that will be used in the process. On the second meeting, there is a process of constructive assessment of the personal education programs and the class programs – checking the achievements in light of the goals and objectives that were determined and assessed. On the third meeting there is a process of summarizing assessment of the achievements and decision-making regarding the continuation of the therapy the following year. Thus the individual treatment is better adjusted to the needs of the student (Dunlop & Goldman, 1991 in Tal, 1995).

5.3 Team Leadership

In the first chapter of this thesis the researchers' approaches about the behavioral, situational, contingency and metaphoric models were presented. This chapter will refer to Friedman's (1993) model which emphasises the relation between the team leadership style and its readiness level, as an element that encourages success in the area of team leadership.

Fridman (1993) emphasises the relationship between the maturity of the team, which is connected to its ability and motivation, both as a group and as individuals within a group, and the leadership pattern of the manager who leads the team. This model, which deals with the team's maturity and the leader's practical goals, is based on research carried out by Hersey & Blanchard (1977), as well as on Fridman's own research, conducted in 1987 and 1992. The model focuses on the relationship between the team leader and the team itself:

- If the team has a low maturity level, i.e., the members do not know and are not ready to understand the objectives of their work, the leader's objectives must be to train and motivate the team, by instilling ability and motivation.

- If the majority of the team members have a high degree of ability but a low level of motivation, i.e., the team has an average level of maturity,

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gained by experience, the leader must attempt to raise the team's motivation and reinforce the ability component.

- If the team's level of ability is low, yet it has a high level of motivation, the team has an average level of maturity and experience, in which case the team leader should focus on reinforcing the team's ability.

- If the team has both ability and motivation to perform, it has a high maturity level. In this case the team leader's role is to provide directives for action and to control the actual implementation.

- If the team is not homogenous in its ability and desire, the team leader must know how to motivate the team members who have ability or desire to become leaders within the team and to nurture those members who have lower levels of ability or maturity.

Mistaken identification on the part of the team leader of his/her team's situation will result in failure to achieve the desired objectives.

Fridman (1993) also notes that diversity has an impact on role performance; however, he relates to this factor to both the individual and the team components. Fridman emphasises the concepts of ability and commitment, and the integrative relationship between these concepts and that of experience. The fabric woven from the level of ability of the individual in the team or of the team members, the level of commitment of the individual in the team or of the team member, the level of experience of the individual in the team or of the team members - will, in the long run, reflect the way in which a member of the team fulfils his/her role, or in which the entire team fulfils its role.

As an example, team members designated specific roles may be highly motivated with regard to their roles, but unable to fulfil their desire due to lack of experience. In this case, a lack of ability due to a lack of experience has a negative affect on the strong desire to fulfil the role. In contrast, persons with high levels of ability, due to rich past experience, and persons with strong motivation will be able to fulfil their roles with satisfaction.

Experience

Motivation   Knowledge
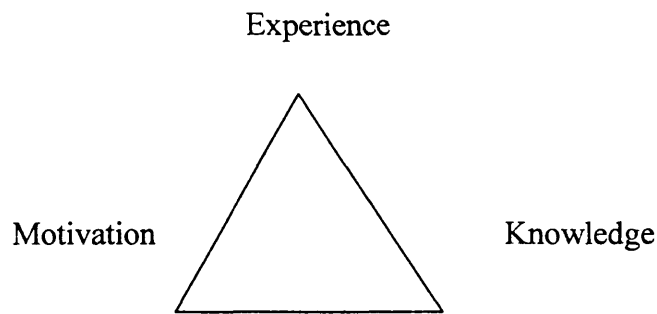
Figure 1: The Y. Fridman model (1993).

Fridman (1993), however, emphasises the relationship between the maturity of the team, which is connected to its ability and motivation – both as a group and as individuals within a group – and the leadership pattern of the manager who leads the team. This model, which focuses on the team's experience and maturity and the leader's practical goals, is based on research carried out by Hersey & Blanchard (1977), as well as on Fridman's own research, conducted in 1987 and 1992. The model highlights the team's professional knowledge and motivation as factors that influence leadership style and team management goals. The model can be explained by means of the following equation (Figure 2):

Level of team's knowledge + level of team's motivation = level of team's maturity

Managerial goals and leadership style

Figure 2: Explanation of Fridman's model

Figure 3 presents the range of possible team situations and their relationship to leadership style:

Ability Level	+	Motivation Level	=	Team Maturity →	Definition of Team Management and Team Leadership Goals
Low		Low		Low	Training and motivating
High		Low		Intermediate	Motivating and empowering
Low		High		Intermediate	Training and empowering
High		High		High	Producing leaders from within the team

Figure 3: Model of Leadership Goals Based on Team Ability and Motivation (Fridman. 1993)

Based on the above, it is evident that the leader-manager's traits and leadership skills influence the quality of effective teamwork and are essential for analysing the situational factors impacting the team's professionalism and it work methods. Correct analysis enables successful leadership and management that will result in effective and quality teamwork and ultimately lead to teamwork success and promotion of the educational framework.

To summarize, in this chapter there was a reference to the unique elements of teamwork in the area of special education: the interdisciplinary approach, the effectiveness sphere, the collaborative sphere, the collegiality and the consultation sphere.

The chapter introduced the therapeutic model and the organizational model, which are special education interdisciplinary teamwork styles, whenever there is a need for problem solving or decision-making. Alongside the teamwork methods conflicts where described, which characterize special education teams and the development processes of the team and the individual working within it.

The subject of team leadership emphasized the team maturity model (Fridman, 1993), because of its high compatibility to the leadership style of the special

education teacher, who is asked to lead the interdisciplinary team working in the special education frameworks. This compatibility results from two reasons: there is a gap between the level of professional training between the different team members – the assistants, the para-medical team and the teachers. The other reason is the gap that forces the teacher to own skills that analyze the elements of ability and motivation of the staff as ones that effect its readiness; and being capable of flexibility and change of leadership style that she chooses in order for the team to succeed within the special education framework. These two subjects are central in the framework of the current study's questions.

Chapter Six

6 Methodology

6.1 Action Research

The current study is an action study. This study is described in four stages that create a circular sequence, or a circulatory process: plan, action, observation and assessment strategy. The research cycles enable the researcher and its participants to confront thought-provoking questions in each phase of the study, such as: "What's happening?" "What am I doing?", "What should I do?"

The expression the advantage existing in this type of study, which manifests itself in the bridging between theory and practice, is by combining and including the actual people it concerns pragmatically – teachers, inspectors and headmasters. In order for the findings of the study to directly affect the educational practice, reflection will be used in order to create change, analyze the change and assess it (Stenhouse, 1980; 1981).These processes enable this study tool to bridge between the academy and pragmatic education, and by doing so contribute to the improvement of the entire educational system (Carr & Kemmis, 1985).

This kind of study constitutes an advantage to the educational system by the mere fact that it allows the educators themselves to explore their own actions and asses them in order to make the change they aspire to make. This is followed by a feeling of discontent or a feeling that there is some sort of problem which comes up in the course of their work. This is unlike the academic researchers, who come from outside the "field" in order to examine it, and which are perceived by the educators merely as "friendly critics", or methodological advisors, but however do not contemplate over the contents too deeply.

Halevy & Zimran (1999) present Elliot's (1990) approach, which perceives the study of action as one that represents a new international paradigm, which contains a content that is important to the area of teacher training. This paradigm involves the reciprocal relationship between "Creating the knowledge" and "Using the knowledge", when the studied theories do not always match reality, a

phenomenon that calls for a daily confrontation of the teachers with a variety of challenges.

Action study in the field of education is guided by the educational and professional values that the researchers wish to accomplish in their work. Therefore, it aspires to define the interaction between the contents and the inter-personal relationships, and between a person and his/her organizational surroundings in the educational field. Its reflective style enables it, and at the same time constitutes a means for personal and professional development of the teachers towards the implementation of their educational and professional values in the day-to-day practice of the educational field, and also gives the tools to investigate and assess what is being done (Elliot, 1995).

The model that is presented in this study reflects its contribution and uniqueness to the area of teacher training in special education and it is defined as a practical-collaborative model. This study model was an identification of a feeling that special education teachers have a problem, in light of the change in perception of their role after the implementation of the special education law in 1988.

Therefore, the researcher has collected field data by the means of interviews, observation and document analyzing, with the full cooperation of the participants in the decision making process regarding her manner of action. Therefore, there was no room for the researcher to manipulate the participants.

The epistemological approach of this model is the interpretive approach. The goal of the model is creating a reflecting process of the participants regarding their educational performance while fulfilling their role as special education class/kindergarten managers out of engaging in democratic conversation.

The model relies on 7 basic principals that were present in this study:

1. **The individual.** The participants were perceived as full partners in the changing process.

2. **Reflexivity.** The relationships, based on inclusion, enabled reflective processes, and bridged over the gap that was there in the beginning of the process between the researcher's intent and her actions.

3. **Dialectics**. The researcher held a dialogue between the theory and her findings, without constructing variables in advance. The information received from the research tools (interview, observation, joint observation, viewer's reflective logbook) and the dialogue with the participants, made it possible to validate the study by crossing the data in the subject unit they were interpreting.

4. **Collaboration**. There was collaboration between the researcher and the participants during the collecting and analyzing of data. The researcher and the individuals she came into contact with, acted out of full cooperation in the data-gathering process, its analysis and validation. The main research tool was the joint observation. The researcher looked at what was taking place, created activities and frameworks for activities and by doing so, creating inter-personal relationships with the participants, which enabled feedback in a cooperating manner in the area of gathering information and building a continuation of research/change processes to be executed.

5. **Risk factor**. The researcher didn't know where the study would lead – what would be the consequences of the change, and what results she would receive.

6. **Pluralism and diversity**. The interpretive approach made it possible to display gaps between the views of the researcher and those of the participants; gaps in participants' understandings concerning the subject of the study and the data-crossing process with the data that was produced by the participants, by triangulation (Altrichter, 1993; Zellermeyer, 2001).

7. **Change**. There has been a conceptual change in the participants, as well as the researcher, in the course of the study, because of the contextual change they went through.

The advantage of the collaborative model in the study of action: the advantage of the collaborative model in the study of action is in its contribution to the building of an epistemology of research regarding teacher who take part in the education of students with special needs in special environments. This study enabled the fashioning of a new theory regarding to the special education

teacher's role perception, and a suggestion to a model of a teacher-training program in this area. All this is the result of a collaborative interpretive research with a reflective process style done in three case studies. This style of research opposes the traditional view that believes in the development of a study that is based on an already existent scientific theory.

6.2 The Research tools

The research strategies used for collection of data and findings in the current research are:

6.2.1 Participatory Observation

Participatory observation is connected with humanism, as presented by the naturalistic qualitative research, as against the positivistic stands of qualitative research (Zabar-Ben-Yohoshua & Dushnik, 2001).

The discussion of the concept of 'participatory observation' in qualitative research is wide-ranging and has provoked much thought regarding its nature and definition. On the one hand, participatory observation serves ethnographers as an important and major means of obtaining information, while on the other hand, this practice reflects all the techniques operated in the field of ethnographic research. This approach perceives the researcher operating in the research field as a tool that influences the culture being researched, while in parallel, is influenced by said culture (Hammersley & Atkinson, (1983) in Zabar-Ben-Yohoshua & Dushnik, 2001).

The researcher has chosen to apply a multi-methodical approach in the current study, since her standpoints reflect an integrative approach to everything stated above:

Work in the field of education (the educational frameworks themselves) – observations of persons under study in their routine work.

Discussions with external entities connected with the educational framework under research, such as local authorities (municipal education department, municipal psychological services, Ministry of Education supervisors, psychiatric

consultants under the auspices of parent organisations, municipal social welfare department, pupils' parents, team members, etc.).

Workshops held on group or individual levels.

In all these diverse situations, the researcher was influenced by what was happening, and, to the same extent, influenced the research subjects by means of:

1. A teacher training process.

2. Directing towards awareness, reflective thinking, and intrinsic concepts (mental images), achieved by asking questions and reflection during the course of discussion held.

3. Use of professional jargon and scientific material to enhance knowledge and professionalism regarding the subjects of management and leadership.

4. Assessment by means of participatory dialogue.

5. Strategic support/advice for decision making and change, on both personal and organisational levels.

The researcher, while applying experiencing, examining, enquiring and reporting strategies, was influenced by the findings of her observations and interventions. Consequent to the data collection, and owing to the fact that the researcher manages a local support centre, she was able to formulate steps leading to change processes in keeping with the research objectives, on individual, group, and occupational and professional organisational levels.

The basic guideline adopted by the researcher was that the intervention and documentation of processes in the three case studies would lead to a high level of participation with the study subjects and would influence their reality regarding issues connected with the aims of the current research.

Observation is a central tool in gathering data of case studies. In this study, open observation and intervening observation were used.

During the open observations the researcher strived to get an impression from as many elements that compose the examined environment as possible (Zabar-Ben-

Yohoshua, 1990). The researcher chose the approach of an intervening observation in the situations she built as interventions and tried to lead processes and examine them by documenting the conversation and what transpired in them.

The intervening and non-intervening observations were written down in the form of protocols and field-notes. There was an exact account of the verbal incidences and in interpretive commentary, pertaining to the behavior of the participants was mentioned in the form of footnotes.

6.2.2 Interviews

The interview is another tool to gather data, which enhances the insight regarding the observed occurrences. The interviews that were conducted in the scope of this study enabled the special education teachers to express their opinions regarding the perception of their role. The situation that took place in the mere existence of these interviews, contributed to the creation of trust between the teachers and the researcher, which are essential to this type of study where the researcher is personally involved in the situations taking place in the field, and in the processes he/she wish to explore (Zabar-Ben-Yohoshua, 1990).

During the study there have been interviews that were based and structured according to the study's questions. The participants' freedom of response was expanded and the researcher responded to what the participants were saying, asking questions in order to clarify and add to the information they gave.

Altogether, there were 18 interviews with teachers I special education, of which the purpose was to clarify and define the sense of problem that was introduced by the researcher.

The data in this study was gathered through interviews with special education teachers in order to build a database that would determine if there is in fact a sense of problem of the sort the researcher had presented. The interviews were held in the style of the quality-oriented approach and were characterized as semi-open interviews and semi-structured interviews, that strived to expose the teachers' manner of confronting the issue at hand.

The contents of the interviews was the first source of existing information in anything that had to do with the teacher's role perception in light of the change caused by the special education law (1998). Out of this database a criteria map was built in order to constitute the cornerstone of the case study research analysis in the framework of this study.

The current study used structured interviews in order to build a database of the researched reality and evaluate processes achieved by means of participatory observation. These interviews had a clear purpose and the researcher provided the research subjects with ethnographic explanations so that they could organise their thoughts in keeping with the research topic (Sperdley, 1979 in Zabar-Ben-Yohoshua, 1990). Questions containing contradictions or comparisons were posed with the aim of leading and evaluating the processes implemented. This enabled the researcher to pinpoint observations and events in the research subjects' worlds.

Questions asked to evaluate the subject's reality:

"The role-set of special education teachers in special education classes and kindergartens has been defined as that of 'kindergarten/class teacher manager'

- *What is your perception of this new role?*

- *What activities and tasks have you performed since the redefinition of your role-set?"*

"Have you been encountering any conflicts while performing your job as a 'kindergarten/class teacher manager'?"

Questions asked in order to evaluate the process implemented, after a certain period of time:

"What contribution has the intervention at the centre made:

"On the level of the self-perception as a leader and manager of an interdisciplinary team in light of your role as kindergarten manager or case manager?"

"On the level of the efficiency and effectiveness of the interdisciplinary teamwork on a system-wide level?"

The study also included semi-structured interviews, conducted during the course of professional advancement courses for teachers. These interviews served to guide and organise reflective thinking and generate intrinsic concepts through narrative dialogue based on case literature.

For example:

"Tell me about significant circumstances/events in your life that influenced your choice of specialization as a special education school/kindergarten teacher".

"Describe a leader-figure who had an impact on your life". "Describe this person's leadership characteristics".

"What management and leadership tools do you possess?"

"What tools do you wish to acquire?"

The interviews were analyzed in a process that when ended, three categories were chosen as those that came up in the most interviews, and that have a link to the subject examined in this study. In every one of the categories there was an image introduced, describing the teachers' perception accompanied by a reference to the expression of the introduced perception. The quality-oriented nature of the study is manifested in the introduction of the data, when representative expressions taken out of the teachers' words are presented in the summary report. This style enables keeping the unique and personal dimension of each of the examined categories (Shkedi, 2002).

6.2.3   Analyzing the data using the "Thematic Analysis" approach

Gathering the data during the current research requires a process of arranging and establishing the data collected in order to interpret it and understand its meanings.

The data was approached using a thematic analysis, which relates to the words and descriptions given by the participants, as ones that reflect the reality in which they perform their role, their sentiments, their beliefs and their knowledge.

The thematic analysis relates to the "what" question, in relation to the thematic essence. This type of analysis is different from the structuralise analysis, which relates to the form if the narrative structure and its linguistic analysis – the "how" question, which refers to the structuralist analysis (Jovchelovitch & Bauer, 2000; Shkedi, 2003).

The content analysis focused on analyzing the text segments, and during this analysis there was an emphasis on understanding the immediate and peripheral context of the content units, which were documented during the intervening observations. Thus a space for constant dialogue was made possible, which expressed the tension between the participants' unique world, and the cultural organizational context in which they live and fulfil their role as special education teachers.

The process of forming and defining the categories was developed during the collection of the data and its analysis. In this process there was a reference to the studied subject, on the one hand, and to the content of the participants' narratives on other. The analytical categories were deduced following the data mapping process, while the researcher was aware of the general professional concepts such as: "leadership", "teamwork", "copying with change" and "role perception".

The process of defining the categories out of the data interpretation was based on a conceptual process that contained two phases: In the first phase, the accumulated data was divided into different conceptual segments. In the second phase, the segments were divided into categories. Initial categories were merged or cancelled. New categories were formed and new contexts were discovered. Many categories were added and defined as themes. This process enabled:

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- Exposing the relevant characteristics within the interviews and comparing them to the following study cycles (Strauss, 1987; Shkedi 2003).

- Focusing on the search direction, establishing a structure that would enable the construction of milestones for the interpretation process, and contributing meaning to the analyzed information (Ryan & Bernard, 2000 in Shkedi, 2003)

- Establishing a conceptual structure based on a complex content database that served as a tool in discovering the meaning of the text. (The study's hypotheses were not predetermined, as well as the relevant data gathering variables (Seidel & Kelle, 1995; Shkedi, 2003).

The defined categories formed a "category tree", which is a schematic representation of the categories and enables a bi-directional observation on the analysis of the contents. One direction – from the specific to the general (an inductive direction) – from the data to the generalizing subjects; its observation is in the analysis phase. The other direction – from general to specific (a deductive direction) – enables a comparison between the analyses of the different content structures during the analysis of the study cycles. Thus a process of constructing a new theory is enabled, based on the data and the inference process.

The defined categories were divided into three types:

- Super-categories- are general and deal with broad topics that relate to the studied subject.

- Directing categories – indicate a characteristic of the studies phenomenon, but without a direct relation to a specific content segment. Only if they do not have a content category, they themselves become one.

- Conceptualizing categories – content categories, which are categories that stem from the directing categories. These categories express in the utmost proximity the contents of the words of the participants and do not split into additional categories.

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During the analysis, a reference was made to the proportion of the level of frequency and conspicuousness of the categories. This reference was of aid in receiving an overall picture regarding the weight of the category in relation to the expressed issues and the study topics. Low frequency and low conspicuousness of a category were perceived as significant to the overall picture of the study. This situation is quite similar to the one where conclusions were made regarding the high dominance of other categories (Shkedi, 2003).

6.3 The Research model

The research model is based on three dimensions:

1. Case studies

2. Case literature

3. Research cycles

6.3.1 Case Studies – The Research Approach

Case studies have been used since the 1920's by a number of branches and disciplines, such as medicine, history, organisation and management, law, military studies, psychiatry and social work.

Over the years, professional literature has employed alternative names for the term 'case study', including 'case method', 'monographic studies', and 'monographic approach' (Hammel, 1992).

The definition of the term 'case study' has evolved over the years. In the 1970's case studies were defined as theoretical reports analysing an entire social unit (McCartney, 1970 in Platt, 1992). This definition was expanded in the 1980's by Guba & Lincoln (1981), who described case studies as frameworks supplying information, the borders of which range between a description an individual to a description of organisations, societies and cultures. The contents are determined by the research questions and purpose of the study. In the nineteen-nineties, Patton (1990) defined the term 'case study' as a specific unit that may be a person, event, programme, organisation, or community. He did not relate to the size of the unit, but rather to the content studied. Robson (1993), who agreed with Patton,

emphasised the 'real life' aspect of the case, and the common denominator shared by the subjects under study, and similar to Patton, did not include the size of the case as a significant factor in his definition. Stake (1994) presents a more recent definition of the term, perceiving case studies as an observation of human activity occurring in a specific place and time. Hammel (1992), while accepting this definition, adds the factors of data collection and the significances that the researchers bring with them in order to understand the reality, claiming that these constitute the building bricks for structuring the epistemology of the case. Zabar-Ben-Yohoshua (2001) adds the factor of 'descriptive theory', necessary in situations requiring explanations in the realm of the behavioural sciences.

Some researchers claim that case study research should be classified as a logical form of research (Platt, 1992), while others state that it should be classified as a research approach (Hammel, 1992; Robson, 1993; Yinn, 1984; Harvey, 1990). Yossipon (2001) considers case study research to be a research approach with a wide and global perception that enables the use of a number of research methods, including interviews, observations, document analysis, field work, and quantitative and qualitative data collection.

Case study research is based on, connected to, and influenced by the worldview of qualitative research, which is characterised by naturalism. Case study research therefore enables study of situations occurring in the real world, perceived in a generalised perspective, and independent of process controls and monitoring. This style of research enables description of processes taking place in dynamic systems, based on inductive perception and multiple findings.

The role of the researcher conducting case study research is to gather details while maintaining personal and direct contact with research subjects, all the while demonstrating sensitivity and understanding of the social and historical context of the case. The researcher herself serves as one of the main research tools. The researcher's aim is to understand the case and to relate to the data and occurrences with understanding, empathy, and without making judgment.

6.3.2 The Role of the Researcher's Reasons for Choosing the Case Study Approach in Action Research

Case study research has been chosen as the research approach in the current study for a number of reasons:

1. The researcher is employed in the management of a local support center in Israel. She encountered and defined the research question in the context of her work, and she wished to examine the extent of effectiveness of the modes of actions proposed in order to solve said research questions.

   According to the researchers world view, a change in education requires:

   - A process for evaluating the current situation.

   - An attempt to build a support system to bring about change, as required according to the evaluation of the existing situation; such change is to be achieved by means of personal development of school and kindergarten teachers.

   - Evaluation of the process implemented.

2. Research tools selected: interviews, intervention observation, and leading professional advancement courses for teachers using case literature as a personal development tool. These tools present an opportunity to learning the cases and understanding the human reality contained in said cases. The tools are suited to the modes of action proposed by the researcher to solve the problems arising in the field.

3. The researcher was available to the selected educational frameworks for the purpose of intervention in the context of her routine work. She perceived these intervention processes as goals to be attained in the framework of her job and as a part of the organisational, cultural and social change introduced consequent to the implementation of the Special Education Law (1988).

4. The researcher aimed to collect data relating to the thinking and daily activities of the persons under study, by means of interviews, intervention observation, and leading professional advancement courses. These tools enable examination of the way in which teachers understand and create their self-awareness and social awareness when fulfilling their roles, and

how they form interpretations known as 'social structures' (Philipson, 1972).

6.3.3 Case Studies – as the Research Method

The strategy used for the current study is comprised of a set of three case studies. The researcher began to work on each of the cases in the context of her role as manager of a local support center, at the request of the special education supervisor, local authority education department representative, and psychological and social welfare services. The latter considered intervention necessary due to problems encountered in the daily life of special education school/kindergarten teachers relating to their role perception as leaders of interdisciplinary teams in the educational framework in which they are employed.

Case Study I – Additional and comprehensive intervention was adapted to the organisational structure of a kindergarten for children suffering from PDD. The intervention was adapted to problems encountered by the kindergarten teacher in the capacity of her work as leader of an interdisciplinary team. The researcher held weekly discussions with the kindergarten teacher and initiated meetings with the kindergarten assistant and paramedical team. The researcher attended and took notes at some of these meetings. The kindergarten instructor provided the researcher with notes from other meetings. The researcher also attended and recorded proceedings of meetings conducted with parents of the children attending the kindergarten, organised by the local authority supervisor. The researcher collected data from other entities (instructor, psychologist and psychiatrist) who also implemented intervention in the kindergarten in accordance with a predetermined intervention plan. Team meetings attended by all the intervening and supervising entities were also recorded.

Case Study II – a decision was made to implement intervention once every two weeks in the form of intervention observation at a day centre for children suffering from severe retardation. The intervention included intervention observation in the context of a 'management team', comprised of the manager of the center and manager of the afternoon 'club', both employed by the Ministry of Labor and Social Welfare, and three managers of three special kindergartens operating in the centre, employed by the Ministry of Education.

The role of the researcher was to direct the management team's discussions and to lead towards the personal development of each of the participants. The objective was for the participants to arrive at an understanding regarding their role perceptions in the context of the new organisational structure of the center and to acquire new tools for the management and leadership of an interdisciplinary team.

Case Study III – Leading and directing professional advancement courses for special education teachers on the subject of development of interdisciplinary team leadership and management skills, using case literature.

The researcher used intervention observation in each of the three case studies, served as an active participant, and recorded the events that took place – which were generally dialogues on subjects relevant to the research subject. The records were written concomitantly with actual occurrences. The researcher also collected data through analysis of documents and interviews.

In the three case studies an attempt was made to express the uniqueness of the case, define the considerations involved in the professional intervention, and to make reflective evaluations regarding the process and the nature of the incidents at the time of the intervention. All this was performed in keeping with the unique organisational and personnel structure and circumstances leading up to the decision to implement intervention.

Suitable strategies were selected and a decision made to interpret the individual and social actions and processes from diverse aspects, the aim being to answer the research questions and pinpoint changes in processes over the period of the research, while attempting to maintain and hopefully continue the process. This approach enabled close inductive observation within the research arena, while attempting to arrive at generalisations and interactive comparisons of data from the three cases. The ultimate objective is to arrive at a deeper, broader and authentic understanding of the problem, as emerging from the research field.

Table 2: Intervention System in Three Case Studies

Research Population	Type of Intervention	Purpose of Intervention
Kindergarten for children suffering from PDD – kindergarten manager – team of assistants – paramedical treatment team – parents	**Interview** with kindergarten teacher. **Personal discussion** with kindergarten teacher once a week **Intervention observation** during dialogue conducted when required by: researcher, kindergarten psychologist, kindergarten psychiatrist, kindergarten instructor with: Interdisciplinary team, parents **Documenting process**	**To examine** existing situation **To listen** to kindergarten manager's voice **To listen** to team's voice **To build** communication system between kindergarten teacher and team through mutual dialogue. **To build** teamwork system through team meetings dealing with pupil case analyses. **To build & impart** interdisciplinary team leadership & management skills for kindergarten manager based on contents raised **To evaluate** the accomplished process through map of criteria
Centre – comprised of three special education kindergartens for children with severe retardation. Center manager employed by Local Social Services Afternoon club manager employed by local social Services.	**Fortnightly intervention** observation sessions implemented by researcher and local social services manager over period of one year. **Evaluation:** Summary of intervention after Intervention period	**To examine** existing situation **To listen** to kindergarten teacher's voice. **To build** kindergarten managers' role perception as interdisciplinary team mangers and leaders, **To build & impart** interdisciplinary team leadership & management skills among teachers, accomplished through guided dialogue. **To evaluate** the accomplished process through map of criteria
Professional advancement courses for special education school and kindergarten teachers responsible for managing a class in a regular school, special education school, special education kindergarten, and managing and leading an interdisciplinary team.	**Evaluation of existing situation** through interviews conducted prior to intervention. **Intervention** through professional advancement courses for teachers. Interviews to evaluate the process. **Documenting process.**	**To evaluate** existing situation **To build & impart** interdisciplinary team leadership & management skills among special education school and kindergarten teachers whose role perception includes leading and managing an interdisciplinary team. This will be attained by means of **developing reflective dialogue, empowering self-ability and achieving personal development** through 'case studies'.

6.3.5 Laying the groundwork for use of narrative as means of evolving a sense of professional capability in the framework of the current study

The base of using narrative element in order to describe experiences from the teachers' professional life, as a cause to the development of a sense of professional capability, is well established in teacher-training research and is presenting in the current study.

Narrative research in the area of education, by means of studying personal practical knowledge, has the potential to contribute towards advancing desired practice. Narrative-biographical research provides a deep and rich understanding of the educators' personalities, as well as of processes, events and perceptions in the field of education. Research studies of biographical stories in the area of education deal with ethics, philosophy, emotions, intentions, characters, ambitions and personal meanings (Clandinin & Connelly, 1994).

Thus, by means of the stories told by the individuals, the study is able to examine both the individual telling the story and the features of his/her surroundings. The narrative practice contributes towards the professional and personal development of teachers and other persons working in the field of education (Carter, 1993). The fact that educators collaborate and devote their time in these types of studies paves the way towards creating an education system that both learns and examines itself.

One of the recommended approaches within the context of this training method is that of a relating to a personal story drawn the professional world of the teacher. This approach enables the teacher, by means of reflective thinking processes, to reach an awareness (Mattingly, 1991) and understanding (Ben Peretz, 1995) and to attain a high level of professional knowledge (Kopperberg & Olshtein, 1998).

The process involved in story telling and in sharing events with colleagues encourages reflective processes. Bruner (1986) perceives the narrative element as existing side by side with the paradigmatic element in the complex world of educational practice.

Most definitions for the concept 'story' emphasise that stories contain events that occurred at a specific sequence of time. The linguist, Labov (1972) defines the story as a structure comprised of at least two sentences, connected by an expression of time. Ochs et al. (1972) claim that stories contain a chain of events, organised around a problematic event that occurred in the past. This event lead to certain activities or situations that occurred in the past or are occurring in the present, and that have implications on the future.

Carter (1993), Gergen & Gergen (1993) and Behar Horenstein (1999) define the term 'story' not only as a representation of a sequence of events occurring over time, but also as summarizing the reasons for which the events contained in the story occurred. According to Carter (1993), stories contain at least three elements: a) a dangerous situation, conflict or struggle; b) a main character; and c) a sequence of events, including causality, a problematic situation, and a possible solution.

Other definitions stress the moral dimension of the story in addition to the time, or chronological dimension. stress the storyteller's evaluation and perspective. Other researchers present an additional function that present personal interests, determined according to the social situation in which the story takes place.

It appears that all the elements discussed by the researchers, such as circumstantialities, character, problem and conflict description, and possible solution, are all included in Labov & Waletzki (1966) definition that relates to the dimensions of evaluation and perspective. In other words, the story is the personal, unique and subjective creation of the storyteller.

One of the characteristics of reflective thinking is found in story telling and in the very process of the stories being put into words (Mattingly, 1991). The most prominent trait of reflective-narrative discourse is its focus on human beings and on their actions. The reflective-narrative discourse – both oral and written – focuses on events that happened in the past, examines and re-examines them, and draws conclusions for the future (Kopperberg and Olshtein, 1998). The story is retrieved from the teacher's autobiographical memory as an event that occurred in the past. The story is stored in the teacher's memory as a specific and generic event (Brewer, 1988).

Stenhouse (1979) perceives the act of retrieving contents that happened in the past as serving as the memory's critical processing procedure. Two possible situations occur during the process of retrieving contents from the memory: either new knowledge is generated, or previous knowledge is 're-framed' (Russell & Munby, 1991). This personal experience is opened to discussion and dialogue, and constitutes a basis for processing and analysis. Such processing and analysis causes the new or re-framed knowledge to be restored in the memory, constituting a basis for coping with new problems encountered in the future (Ben Peretz in Zabar-Ben-Yohoshua & Dushnik, 2001).

Training teachers by means of case stories has been proposed for solving conflicts relating to the role perception of special education school and kindergarten teachers consequent to the legislation of the Special Education Law in 1988. The teacher-training programme for special education teachers and kindergarten teachers participating in this qualitative study will include story telling as a foundation for the teacher's personal development. This approach will enable the teachers to discover and experience the complex world of teaching practice in which they are immersed – a world, in which the narrative foundation and reflective thinking lead to the acquisition of professionalism and pragmatic knowledge in the area of pedagogic leadership in general and of team leadership in particular. These elements constitute an integral part of the teacher's role as a special education kindergarten and class manager.

The researcher operated according to interpretative-constructivist paradigms attempts during the course of the research to reach an understanding of the reality being studied, based on interpretative negotiation with the examinees. A structure is thus attained which is more sophisticated and richer in knowledge than that formulated previously. This understanding is expressed on two dimensions:

- Meanings that the research subjects give to the specific reality they experience with regard to the processes that are taking place;

- The interpretation that the researcher gives to the above-mentioned reality, and linking this specific knowledge to his/her own broader knowledge and to theories about the research subject.

6.3.6   The Research Cycles

As mentioned before, this study is an action study that involves three research cycles and therefore is a multiple case study action model.

The following is the specification of the intervention program, formatted after defining the feeling that there is a problem regarding the change in perception of the special education teacher's role, which included 4 phases: the pre-test, gathering information using 18 semi-structured interviews, verifying the problem as it was presented, defining it and sharpening it and three cycles including one case study in each cycle:

1. **The pre-test phase:**

    - Planning phase – constructing the questionnaire

    - Interviewing 18 special education teachers/kindergarten teachers

    - Analyzing the findings and building categories and sub-categories

    - In light of the findings – contemplating over the next actions that will constitute constructive intervention towards a solution to the problem that was presented.

2. **First cycle of research – intervention in an autistic children's kindergarten:**

    - Planning phase

    - Execution phase

    - Analysis and reflection phase

    - In light of the findings, contemplating the fashioning of the following activities: intervention by building a management team in the center for children suffering from severe retardation

3. **Second cycle of research – intervention in a kindergarten for children with severe retardation requiring medical aid:**

- Planning phase

- Execution phase

- Analysis and reflection phase

- In light of the findings: contemplating over the broadening of the intervention cycle and exposing the teachers to a similar group training process.

4. **Third cycle of research – the teacher-training program:**

- Planning phase

- Execution phase

- Analysis and reflection phase

- In light of the findings – conclusions and summary

The Research Model

Sense of dissatisfaction

Reflection and Definition of the Problem

Reflection and evaluation

Planning the Intervention in PDD Kindergarten

First Cycle of Action Research

Intervention

Planning the Intervention in Center of three Special Education Kindergartens for children with severe retardation

Reflection and evaluation

Second Cycle of Action Research

Intervention

Planning the advancement courses for special education school and kindergarten teachers

Reflection and evaluation

Third Cycle of Action Research

Reflection and Conclusion

Implementation

6.4 Issues Relating to Professional Ethics that Emerged During Research

Qualitative study principles recognise the importance of the autonomy of the persons under examination and the fact that they must be treated with respect. They also acknowledge the existence of a truth that is not comprised of one single truth (Zabar-Ben-Yohoshua & Dushnik, 2001). It was therefore necessary to contend with a number of ethical questions during the course of the research. These questions became evident as the proactive research operations advanced and more material was collected by means of intervention observations, professional advancement courses for teachers and interviews.

The ethical issue of informed consent, given out of free will and full knowledge of the research subject, aims and processes, is discussed in professional literature (Howe & Dougherty, 1993). The examinees were indeed fully information before the onset of the research activities in which they participated.

Maintaining repeated contact with the same kindergarten teachers and schoolteachers and investigating the way in which they cope with their role perception of class/kindergarten manager in special education gave access to personal data. The researchers' attempts during the course of the research to clarify the examinees' personal interpretations of their experiences in order to become familiar with their attitudes and beliefs and life stories and thus uncover most of the layers the examinees' reality, obliged the researcher to maintain confidentiality and anonymity (Deyhle et al, 1992). While being aware of this situation, the researcher was also well aware of the need to publish the results as part of the research findings (Kfir et al, 2001). This conflict raised the question of the distinction between 'private' and 'public'. Should the examinees' privacy be maintained or is it preferable to adhere to the qualitative research goals that aim towards linking the findings with the time and place and personality to which they belong (Smith, 1990).

Punch (1994) assists in this conflict by stating that the working life of examinees does not take place in the private arena, so that research dealing with work life poses a smaller risk to the private domain. This is particularly true in the cases of

education and teaching, areas that require transparency and must be open to public criticism.

Fine (1990) adds that anonymity is not beneficial for examinees, since the protection given to intimate details ultimately leads to misjudgement of research findings.

The dilemma of conflicting interests (Shulman, 1990) accompanied the researcher throughout the study. The conflict arose between the researcher's obligation to report and publish the study findings – even when negative – as a part of her loyalty to intellectual and scientific values, and her obligation not to cause harm to the examinees, who were partners in the research process (Nevo, 1989). This problem was particularly prominent in the case of findings relating to a certain kindergarten for children suffering from PDD, which emerged during the course of intervention observations and interactions between entities participating in the system wide intervention at the kindergarten.

Another issue that arose was connected with the maintenance of professional standards connected with the post-modernistic concept expressed by means of professional dialogue (Zabar-Ben-Yohoshua & Dushnik, 2001). This type of dialogue is conducted between the researcher and examinee during the course of the interviews, discussions held in the framework of the intervention observations, and the teacher training process. Each one of the examinees presented their personal reality through these dialogues. The authentic information accumulated as a result of the dialogues constituted the data basis for the study. This resulted in a situation in which, on the one hand, the examinee has the right to tell his/her own truth, while on the other hand, due to this right, the researcher was confronted with a dilemma regarding her capability to interpret the data according to her own understanding (Kfir et al, 2001).

During the course of the research, special education class and kindergarten teachers spoke about dilemmas, conflicts and difficulties encountered during their daily work, and connected with their role perceptions as managers and leaders of special education frameworks employing interdisciplinary teams. This situation raised a dilemma due to the fact that information gathered throughout the research deals primarily with sensitive and personal matters relating to a professional

group, and that the need to publish such information might be detrimental to the entire population of special education class and kindergarten managers. This problem is due to the fact that the study deals the extent of professionalism and level of functioning of special education schoolteachers and kindergarten teachers when fulfilling their roles of managers (Homan, 1991).

Even before the initiation of the various intervention programmes, the researcher was aware of the dilemma regarding the extent of her influence on the interpersonal interaction that would be formed during the study, considering that she herself manages a local support centre where the examinees work. However, the style of this study, which is conducted 'with partners' and not 'on partners' (Zabar-Ben-Yohoshua & Dushnik , 2001) enabled the generation of reciprocal relations based on a feeling of partnership between the researcher and examinees. On occasion the researcher also presented the examinees with events from her past, at the time when she first encountered the subject of management and leadership. She described the difficulties she faced when searching for solutions to problems and conflicts and when leading change processes. This activity created a climate of mutual trust and led to the understanding that dialogues are conducted with empathy and genuine attention to what the teachers' have to say, and thus narrowed the gap in status.

It is clear that the intervention observations and professional advancement courses for teachers contributed to the examinees, and that they gained from having their personal voice heard, from personal empowerment received through interaction with colleagues in a supporting climate, and from the generation of a feeling of participation. This situation was achieved consequent to building a system of relationships based on mutual trust and dialogue between colleagues, and was not based solely on a process of transmitting information (Ebbs, 1996).

However the question still remains regarding the extent of participation suited to this researcher-examinee system of relations. Should examinees be partners in analysing and summarising the findings for publication? Professional literature discusses this subject and presents differing and opposing opinions. Eisner (1991) claims that since the researcher possesses the expertise and responsibility for the professional article, he/she should decide what to publish and what not to publish.

In contrast, Clandinin & Connelly (1991), Goodson (1992) and Schwartz (1993) all state that the examinees should take an active part in analysing and publishing the results since the data contained therein actually belongs to them.

6.5   The disadvantages of the current study

One of the disadvantages of the current study derives from the prevalent criticism concerning the collaborative model in professional literature. This criticism originates from those who have a critical emancipatory interest (McTaggart, 1997; Carr & Kemmis, 1998) and concentrates in three subjects:

- Criticism regarding the principal of reflexivity: the reflective processes activated by the participants are personal/private and therefore cannot be transferred and generalized; hence the lack of usefulness in the findings.

- Criticism regarding the principal of collaboration: the demand for full symmetry in the relationship between the researcher and the participant in the course the study ignores the reality in which the researcher can access theories that interpret the cause of the change (Arieli 1989).

- The sole occupation of the collaboratory study in the teaching profession causes it to be a-historic and a-philosophic and detached from important traditions of criticism (Carr, 1995; Anderson & Herr, 1999; Zellermeyer, 2001).

Further disadvantages of this research are rooted in the fact that the number of special education teachers is limited. Further more, another disadvantage is the interpretive style used by the researcher: the content analyzing interpretive approach.

6.6   Credibility and manners of validation

In this study several resources were used to enhance the credibility and validity:

- Use of several sources: intervening observations, interviews and document analysis that enable triangulation.

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- Expert judgment: outside judges who are proficient in the examined area validated the findings in regard to the survey of observations and interviews and their consent rate was concluded.

- Refining the sources by the removal of invalid data (hidden agendas, the researcher's opinions, personal hostility etc).

Chapter Seven

Findings

7 Analysis of Interviews

Analysis of the interviews conducted resulted in the selection of 3 criteria and sub-criteria. These criteria, which became apparent during the course of recorded discussions, are related to the objectives of the research.

First objective: to identify and characterise the role perception of special education kindergarten and class managers in all matters relating to the fulfilment of their roles and their functioning as interdisciplinary team leaders in the educational framework in which they operate.

Second objective: To check if and how kindergarten/class managers' leadership skills influence interdisciplinary teamwork in the educational framework in which they operate.

Each of the above-described objectives draws a picture of the teacher's perception, together with interpretation. The process involved in presenting the data reflects the qualitative character of the research. This style preserves the unique and personal dimension (Shkedi, 2002) of each of the following three categories under investigation:

- Self-perception as leader/manager in the context of role fulfilment.

- Kindergarten/Class Teachers' Perception of Change in Role Definition

- Coping with conflicts encountered when fulfilling the role.

7.1 Self perception as leader/manager in the context of role fulfillment

All the kindergarten teachers related to and expanded on this subject. Analysis of the contents pointed to three major components:

- Feelings relating to organisation and management

- Feelings of responsibility

- Feelings of professional leadership

7.1.1 Feelings relating to organisation and management:

13 kindergarten/class teachers consider the subject of organisation and management to comprise part of their role perception. 4 teachers use the expression 'to organise and manage', while 9 perceive themselves as professional managers on differing levels of interdisciplinary management. Differences are evident among the teachers in their self-perception as team managers, ranging along a scale from a level of formal and authoritative management, such as:

"I expect them to perceive me as someone to whom they must report on formal matters, such as absences from work, late arrival."

"I must be more assertive in my attitude towards professional teachers so that they will attend the team meetings"

Through to a level of professional management, as depicted in the following definition:

"Teachers lacking a background in special education are not interested in personalised study curricula and do not attend meetings".

"Cooperation within the team is very good, except in the case of one teacher who does not have a background in special education and demands that the children do things that they are incapable of doing".

Analysis of kindergarten/teacher's opinions indicates that a number of them relate in a purely technical manner to their team management role, with some statements expressing problems of managerial ability:

"I have a problem with this role. I work with a team, but everyone does his/her own work so that there's no need for a managerial entity to co-ordinate the team".

"I feel that I manage the team meetings, but it's difficult. Some of the team members are very dominant. I am gradually learning how to delegate responsibility among team members"

7.1.2 Feeling of Responsibility

The majority of kindergarten/class teachers emphasised a feeling of responsibility in two areas:

- A feeling of responsibility regarding communications with the team on subjects connected with the education of their pupils. In some cases the feeling of responsibility relates to communications with the members of the professional interdisciplinary team working in the kindergarten or class itself, while in other cases it relates to the interdisciplinary team treating pupils outside the learning framework.

  "I must be attentive to what is going on around me during the course of the day's work so that we can discuss new proposals regarding work methods".

  "I feel that the team members perceive me as a co-ordinator of information concerning the pupils"

  "To tie up the loose ends between the caregivers in the school and those outside it".

- Only 3 kindergarten/class teachers related to a feeling of responsibility regarding the formulation, implementation and assessment of personalised learning curricula:

  "During the course of the year we meet over work-plan forms and check what has to be done and changed"

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"I consider myself a part of the implementation of the personalised learning curricular".

7.1.3 Feelings of Professional Leadership:

According to the interviewees, this subject is comprised of three primary areas:

- The ability to identify a need for change and to lead change – this ability is one of the core elements of leadership, yet only one of all kindergarten/class teachers interviewed related to it:

    "I focused on the educational facet – I thought about educational, therapeutic and rehabilitative methods that seemed proper to me, and led the pedagogic and treatment process by these means... By thinking together with the instructor, I was able to lead processes with which I connected and which I liked, so that I could lead a process with confidence and subsequently recruit the interdisciplinary team in collaborative work".

- The ability to lead a team: In this instance too, only one kindergarten teacher of all interviewed kindergarten/class teachers gave expression to an experience reflecting a feeling of team leadership:

    "I endeavored to recruit the team so that it would work with me and lead the process. I explained to the team that children's learning processes incorporate a number of entities, such as the paramedical team and kindergarten team, and that when there is co-operation and involvement and everyone plays his/her part, there is collaboration/...in the interdisciplinary team, when each member has professional knowledge, it is important to give professional and personal attention".

    In contrast to the feeling of leadership apparent in the above-quoted kindergarten teacher's words, another kindergarten teacher expressed a low ability for professional leadership, which she put down to lack of knowledge in the areas of expertise of the paramedical team that she was expected to lead. Two other kindergarten/class teachers expressed a

purely authoritative and formal leadership style when describing their contact with the interdisciplinary team:

"I am the one who must tell the team what to do, how all activities should be carried out"

- Defined and structured perception of the education and rehabilitation of SEN pupils: Only two kindergarten/class teachers stressed a worldview focussing on education, treatment and rehabilitation as an integral part of their leadership: A worldview advocating respect for all pupils, who must be advanced as far as possible by means of individualised methods suited to their special personal needs.

"...taking a holistic view – to perceive the good of the pupil from all points of view and to tie up all the 'loose ends', in other words, the therapists both inside and outside the school framework and the pupil's parents."

"...I accept all my pupils and treat them as valuable human beings. I treat them with warmth. I try to open up opportunities for them to develop to the maximum, including by means of mainstreaming".

7.2 Kindergarten/Class Teachers' Perception of Change in Role Definition

Analysis of discussions held on this subject pointed to two predominant situations: Kindergarten/class teachers lacking awareness of the significance of the change process that they have undergone/are undergoing in connection with their role perception, as against teachers who clearly define the significance of the change.

7.2.1 No change has occurred

7 kindergarten/class teachers expressed the feeling that no changes had occurred in the perception of their role consequent to the implementation of the Special Education Law (1988). 3 of these teachers stated their feelings bluntly and without any hesitation:

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"There is no change! It's only the terminology that has changed!"

"I haven't made any change in my role-implementation activities compared with previous years".

However, it should be pointed out that while expressing a feeling of a lack of change, 4 of the above 7 kindergarten teachers did in fact define a change in a specific area. Two teachers stated that since the implementation of the law and its demand for the formulation, application and assessment of individualised study curricula, more paperwork and report writing is required of them. Two other kindergarten/class teachers noted that the Ministry of Education directives became clearer following the implementation of the law. They also referred to the matter of the interdisciplinary team, which had grown in size consequent upon the injection of resources, as required by law, stating that this growth had introduced changes into work methods –particularly evident in teamwork connected with the structuring and implementation of learning curricula:

"In practice, there is no change. The only change that has occurred is the fact that there are clear directives on how things should be done".

"I am not sure that there is a change in responsibility. The team was always a part of the decision-taking process. Now there is more focus on collaborative building of personalised study curricula. While in the past the team used to report in writing on the curricula, they now have to hold a discussion, which I attend".

7.2.2 A change has occurred

2 kindergarten/class teachers spoke of a dramatic change in their role perception, stating that they were now working as kindergarten/class managers in special education frameworks, when previously they had worked as mainstreaming teachers in mainstreaming programmes. Three teachers reported a feeling of a significant change in their role perception in relation to the formulation, implementation and assessment of effective learning curricula. As an example:

"Now when we formulate curricula we do so in a highly structured manner. There is a very regular and pressing schedule for assessing programmes. The number of team members has grown and there is greater demand for preparation and planning."

7.3 Coping with conflicts encountered when fulfilling the role:

While five kindergarten/class teachers claimed that there was absolutely no conflict involved in performing their roles, 13 teachers spoke of many and diverse conflicts. These conflicts were classified in accordance with theories dealing with conflicts connected with role perception (Hargreaves, 1972; Inbar, 2000)

- Conflicts connected with role complexity (Katz & Kahn, 1966; Dunning, 1993).

- Disparity between role requirements and performance skills.

- Disparity between role requirements and restriction of authority needed to implement role.

- Disparity in role perception definitions and expectations between role holders and role definers with whom they come in contact.

7.3.1   Conflicts connected with Role complexity

5 kindergarten/class teachers related to this conflict using the expressions 'difficult', 'complex', 'intensive' and 'demanding'. The following is an example of the expression regarding the complexity of the role and of the number of activities that often have to be carried out simultaneously – a conflict-causing reality:

"I sometimes don't have enough time left for administrative work, and sometimes the administrative work consumes time on account of teaching and educating my pupils.   This presents a very difficult conflict.   You have to phone all types of entities in the morning because that's the time when the institutions and authorities work".

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7.3.2 Disparity between role requirements and performance skills

This conflict is one that particularly occupies special education kindergarten/class teachers when fulfilling their management and leadership roles. 11 teachers spoke about conflicts in different contexts, 5 of them expressing difficulties connected with a lack of skills needed for implementing and leading change:

"I fought with school staff and management to introduce a process to deal with the formulation, implementation and evaluation of individualised learning curricula".

"I work with people who have been working for years and years and are used to very specific work methods and it's difficult for them to get used to the fact that the method I've brought in is a huge improvement".

Seven kindergarten/class teachers expressed a need for team management skills.

"I feel that I have insufficient knowledge in management and leadership".

"I find it difficult to co-ordinate times for team meetings, and it is particularly difficult for me to ascertain whether the members will be attending or not".

The teachers raised additional difficulties connected with team management in relation to their role definition and the delegation of authority – particularly with regard to the management of teaching assistants. 2 kindergarten/class teachers related to a lack of professional tools for working with parents:

"Work with parents of children learning in the special class is very intensive. I turn to the instructor when I encounter difficulties with parents".

7.3.3 Disparity between role requirements and restriction in authority needed to implement role

This is the other dominant conflict expressed by kindergarten/class teachers. This conflict exists in many facets of the role definition of SEN

kindergarten/class. In the teachers' opinion *"... the role is important, but its definition does not allow for its implementation the way we see it"*.

The following quote relates to the gap between role requirements and the authority to make decisions on various matters:

"...budget, personnel screening, adapting annex classrooms to the needs of pupils/ kindergarten/class work, optimal number of pupils in special education frameworks, matching between pupils and type of educational framework ... ".

In the opinion of the kindergarten/class teachers *"decisions are laid down by the local authorities and supervisory personnel, and I am not included as a partner"*.

Another issue connected with this conflict is that of the gap between the teacher's role and his/her authority to implement Ministry of Education policies when the school does not co-operate and opposes such policies:

"The interdisciplinary team and school principal perceive the demand to formulate, implement and assess individualised learning curricular as being for my own personal interest".

7.3.4 Disparity in role perception definitions and expectations between role holders and the role definers

5 kindergarten/class teachers emphasised this conflict, stating that Ministry of Education policies for implementing the Special Education Law (1988) and Ministry representatives (supervisors, instructors) did not define the teachers roles clearly at all, whether to the teachers themselves or to the entities with whom the teachers come in contact in the context of their role performance:

"There is a need for Ministry of Education intervention to define the roles of the Ministry of Social Welfare employees working in the centre and of the kindergarten managers".

"I have never defined my role together with my supervisors".

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7.4 Summary of Interviews

The interviews held in June 2000 for the purpose of the current study provided a first opportunity to hear SEN kindergarten/class teachers' opinions following the implementation of the Special Education Law (1988) in 1998 (10 years after its legislation). The interviewees do indeed allude to the issues encumbering their functioning as special education kindergarten/class managers. Bearing in mind that the teachers were unprepared for the questions asked during the interview, the range of subjects raised is impressive. However, it may be assumed that the teachers did not relate to many other issues troubling them – either due to the fact that they were unaware that such issues could be included in the discussion, or because they did not know that the issues could be presented and defined as a part of the role definition and implementation. A summary of the findings draws a sharper picture of the reality of the complex role-set required of SEN kindergarten/class teachers. It highlights the teachers' awareness of the need to manage teams and illustrates their experience of performing team organisation and management tasks while concomitantly being responsible for the education and rehabilitation of their pupils.

Analysis of the findings enables realisation of the primary purpose of the current study – to identify and characterise SEN kindergarten and class managers' role perceptions in all matters connected with fulfilment of their roles and their functioning as interdisciplinary team managers in the educational framework under their leadership. From the kindergarten/class teachers' words, it can be understood that they perceive their role as being difficult, complex, intensive and demanding. They indicate a feeling of vagueness in all matters connected with their role perception. They criticise the entities defining their role, stating that there was lack of discussion concerning the difficulties encumbering role performance. From listening to teachers' dialogue, it was clear that no procedure had been implemented, to prepare their emotional readiness for implementation of the law; that they had not been notified in advance of matters that would change as a result the law; and that actual implementation had been carried out by way of a top-down procedure. The teachers had received no preparatory explanation regarding the significances of the changes defined in the law. No advance dialogue had been conducted, either with them, or with the persons with

whom they come in contact with during the course of their work. Additionally, no written document had been issued describing the changes in the teachers' role and the new expectations of their role performance. Teachers carrying out their role are not perceived to be partners in the problem-solving and decision-making procedures through in which they could express their professional leadership.

The subject of management and organisation is a prominent factor in the role perception of the majority of kindergarten/class teachers. Half the teachers also perceive themselves to be professional leaders at varying levels of interdisciplinary team management. However, differences were observed among the teachers in their role perception as managers, ranging on a scale from formal and authoritative management through to professional administration. The responsibility component in the teachers' role perception primarily relates to communications with interdisciplinary team members both inside and outside the educational framework on the subject of the treatment given to their pupils. A limited extent of responsibility is felt with regard to the formulation, implementation and evaluation of learning curricula. In practice, the treatment of pupils is realised through the implementation of learning curricula, but it is clear that the teachers did not know how to express this connection.

With regard to the kindergarten/class teacher's role perception as leaders, we unfortunately found only one teacher whose words contained a certain expression of leadership in the ability to identify a need for change, lead change, and direct a team in a professional manner. Two other kindergarten/class teachers alluded to an authoritative and formal leadership style only. Likewise, the educational and rehabilitative worldview component, which is based on beliefs and values, was only mentioned by two of the kindergarten/class teachers.

The kindergarten/class teachers' words reflect the second purpose of the current research by describing the impact of the special education kindergarten/class managers' managerial and leadership skills on the interdisciplinary teamwork in the educational framework in which they work. From what was said by the teachers, it would appear that they lack a feeling of professional knowledge when implementing aspect of their role. The dialogue highlighted a feeling of low-level ability in all matters connected with professional leadership of teams bearing

visions based on beliefs and values resulting from a well-defined and structured educational worldview of the education and rehabilitation of SEN children. The teachers also voiced a feeling of limited professional leadership ability from the perspective of identifying subjects requiring change and of leading change. Poor knowledge and leadership skills are also apparent in the many and varied conflicts presented by the teachers in relation to the gap between role requirements and the skills required for role implementation. These conflicts make it difficult for teachers to cope with the implementation of policies, management of team meetings, delegation of authority, definition of roles among team members, management of assistants, professional work with parents, and dealing with other entities with whom they come in contact in the course of their work. These difficulties are both monumental and ideograph in character. The teachers require a high level of self-awareness in order to be able to understand the requirements of their role and to contend with the challenges it presents them with.

7.5 Conclusions

Analysis of the facts indicating a change in role perception and lack of skills to perform the role, formed the first basic assumption of the current study and gave rise to the method of action to be taken: building and implementing a training process based on in-depth and long-term professional dialogue emphasising professional development directed towards the acquisition of management and leadership skills. This will provide kindergarten/class teachers with a feeling of personal and professional ability in fulfilling their roles, thus enabling them to better contend with the difficulties they encounter.

The second basic assumption is based on the existence of both ideograph and monumental difficulties in some of the special education frameworks, as apparent from the interviews conducted. This assumption states that in-depth and planned intervention, adapted to the special needs of SEN kindergarten/class teachers and the educational framework in which they work, can help solve specific problems and empower the teachers through knowledge and experience acquired during the intervention. This in turn will improve the teachers' quality of life when fulfilling their roles as managers of special education kindergartens/classes.

Figure 5: Categories map

Self perception as leader/manager in the context of role performance

Expression of change in role definition according to SEN teacher's perception

Coping with conflicts encountered during role performance

Feeling of management and organisation

No change has occurred

Change has occurred

Complexity of role

Disparity between role requirements and performance skills

Feeling of responsibility

Regarding contact and communication with team on the subject of the pupils

Regarding formulation, implementation and assessment of personalised learning curricula

Disparity between role requirements and restriction of authority needed to implement

Feeling of professional leadership

Complexity of role

Disparity between role requirements and performance skills

Disparity between role requirements and restriction of authority needed to implement role

Disparity in role perception definitions and expectations between role holders and role definers

Disparity in role perception definitions and expectations between role holders and role definers

Chapter 8

Case Study No 1

8 Intervention in Kindergarten Treating Children Suffering from Pervasive Development of Disorder (PDD)

8.1 Background

The background to this case study describes the organizational structure of the kindergarten, and the approach to teaching and therapy based on the educational philosophy of the kindergarten. I also describe the type of intervention conducted in the kindergarten, and the circumstances which led to this sizeable intervention, which the following officials: the Ministry of Education Inspector for Kindergartens, the psychologist responsible for the kindergarten who is employed by the Psychological Services, the Manager of Kindergartens at the Local Authority Education Department, the psychiatrist employed by the Association for Children At Risk who works with the kindergarten and finally, an instructor employed by the Ministry of Education.

The kindergarten was established seven years ago in collaboration with the Ministry of Education and Culture, Kfar Saba Local Council and the 'Alut' Association (Association for Autistic Children – a non-profit association for autistic children), and administered by the children's parents. Another association – The Association for Children at Risk – has also been working with the kindergarten over the past year. An integrative-pedagogic approach has been adopted, which aims to adapt a remedial educational approach to the needs of each individual child.

The pedagogic approach used in the kindergarten is based on three basic values. An objective is derived from each value, and operating principles are derived from the objectives (as stipulated by the Special Education Supervisory Services):

• **First Value**

To relate to every person involved in the life of the kindergarten (kindergarten Manager, team member, parent, and child) as possessing skills and strong and weak points, in other words, as a whole person.

Objective: To create a mutual and collaborative working model that perceives every entity involved in the child's life as a colleague and as a human resource bearing the potential to add to the professional contribution towards maximising each child's development – i.e., collegial organisational culture.

Examples of operating principles aimed at this objective: Parental involvement and team development.

- **Second Value:**

The children's behavioural characteristics must be compatible with the American Psychiatric Association's DSM IV criteria for autism disorder (Pervasive Development Disorder - PDD). These criteria include wide-ranging developmental impairments relating to communication and social interaction skills, cognitive disorders, sensory disorders, and repetitive and stereotypic behavioural disorders.

Objective: To develop a curriculum that will relate to each child's developmental sequence, looking towards the long-term, and based on an understanding of each child's disorder and his/her strong and weak points.

Examples of operating principles aimed at this objective: Working in accordance with the developmental model. In other words, relating to both chronological age and mental age in relation to the various areas of functioning and formulating an individualised work plan for each child based on developmental and functional evaluation, as well as on other factors.

- **Third Value:**

Children in general and children with communication difficulties in particular, all differ from one another. It thus follows that no single method exists that can provide an exclusive solution for all children.

Objective: To develop an eclectic and integrative approach, that is, an educational approach based on selecting and adopting those elements from each approach that are best suited to the specific child and his/her family.

Examples of operating principles aimed at this objective: Being attentive and open to different treatment approaches; developing collaborative and continuous kindergarten-home treatment; generating a dynamic and flexible educational

environment that changes in accordance with changes taking place in the child or in his/her surroundings.

8.2 Members of Kindergarten's Team

- Kindergarten Manager, B.Ed in special education, Masters Degree in counselling. intervention. The Manager was 26 years old during the intervention. Born in Russia, settled in Israel at the age of four.

- A substitute kindergarten Manager fills in for the manager on her day off;

- Three assistant kindergarten teachers

- One volunteer (national service) - comes in daily, works a full day;

- A student teacher studying special education – once a week;

- The paramedical team consisting of a speech therapist, occupational therapist, and art and music therapists.

The Association for Children at Risk funds a psychiatrist, as well as additional hours of occupational therapy, movement therapy, music and special therapy for autistic children. The kindergarten thus enjoys a very broad inter-disciplinary team. A number of different authorities are involved in the kindergarten: Ministry of Education, the local authority, and two parents' associations.

The kindergarten is open from 8:00a.m. to 2:30 p.m. when it operates under the Ministry of Education, and from 2:30 p.m. to 5:00 p.m. when it comes under the auspices of the Ministry of Labour and Social Affairs. The Association for Children at Risk provides paramedical treatment within the above-described framework.

The kindergarten operates according to this format every day of the year besides the eve of the Day of Atonement, Saturdays and Festivals.

8.3 Kindergarten Structure

The kindergarten consists of a large room that is used for the class learning and social activities, meals, activities in the play areas and one-to-one teaching. There are also equipped therapy rooms for OT, speech therapy, music and art therapy and a computer room.

There is also a kitchen for students to prepare meals, as well as toilets, a Jacuzzi for sensory therapy, a storage room, and playground equipped for play and sports activities.

The furnishings are minimal, but functional; some of the furniture has wheels and can be moved, to create more space for different learning situations and activities.

There are bookshelves, art boards, etc. outside the children's reach and eye level (to avoid tempting them).

8.4   Educational Approach

The educational approach the kindergarten employs is based on the ABA program. The program attempts to rehabilitate the children and assist them in making progress in all areas where there is impairment or developmental delay. This means addressing attention, communication, cognition, motor and behavioral functions.

The program uses a behavioral approach, according to which, it is possible to rehabilitate a significant number of autistic children from their autistic symptoms and help them to function within normal range. What is special about the program is the intervention itself, which is based on recognized behavioral processes drawn from Applied Behavior Analysis

The program involves helping the children to develop the basic skills they require for social functioning and learning, viz., learning and attention habits, obeying instructions and behaviors based on imitation, in order to develop communication and language skills. Children who cannot develop speaking skills learn techniques for alternate forms of communication. The children are also encouraged to develop a capacity for independent play and play in groups, they learn how to interact with one another, achieve greater independence at home and in society, and acquire academic knowledge.

The characteristics of the behavioral programme are based on several managers: maintaining consistent records which measure the child's knowledge at the beginning of the learning unit and later, in order to determine the progress made, highly structured and graded learning, reinforcement (preferably positive) during the course of the learning process, a significant amount of practice, very intensive work from a young age, parents who play an active part in the program (Ben Zvi, 2002; Lovaas, 1987).

8.5   Educational Environment

The kindergarten emphasises the role of the learning environment in helping the child to understand his or her own environment – and there are play and learning areas, areas for washing, rest and therapy. The model for building a development conducive environment is based on concepts developed by Schopler et al (1984), and provides 'transitional areas' whose purpose is to ease the transition from one activity to another and from room to room. The transition between activities involves a routine and learning is structured at every stage. This helps to develop skills and behaviors through mediated learning, encouraging the children to extrapolate to situations outside the world of the school (Friedrich & Kfir, 2002).

The educational environment of the kindergarten is also based on the ecological model developed by Bronfenbrenner (1989) and Sontag (1996). This is an integrative model which relates to the development of the child with impairments, the people he or she is in contact with, the environment in which he lives and the connections between them. According to this model, the adult environment (family members and people associated with the child's education) is important in shaping the child's development (Friedrich & Kfir, 2002).

The child's learning environment also facilitates activities with children the same age by using an integrative model which brings children the children in touch with children the same age from a nearby mainstream kindergarten. In this instance, the integrative process constitutes a learning process in which the child is exposed to children from a mainstream school through social interactions. This is known as community based interaction. The child's introduction to the mainstream educational framework takes place gradually and is appropriate to the child's abilities. Meetings with children in mainstream education are mediated by kindergarten staff through all stages. Sometimes the autistic children are brought into their mainstream peers' environment and sometimes the latter come to them, i.e., the children from the mainstream kindergarten are brought to the special kindergarten. Bringing the children together allows the autistic group to acquire tools for independence, while coping with the impairments and reinforcing the child's normative abilities. As the child progress, less mediation is used and the opportunities for integration expanded (time, place, opportunities for functioning independently) (Friedrich & Kfir, 2002)

8.6 Background to the Need for Greater Intervention

The kindergarten has had three managers over the past three years.

Two years ago, the kindergarten manager left the kindergarten due to a breakdown in trust involving the parents. Analysis of the situation at the time indicated that there were no proper procedures regarding communications among the professional team members and between the team members and the kindergarten manager. This situation resulted in inadequate communications with the parents. It should be mentioned that the team itself was very happy with the manager and supported her. The new kindergarten manager took measures to ensure that she generated excellent communications and mutual trust and appreciation between the parents and herself. The pupils are advancing well since the present manager entered her post, work with the pupils is of the highest level, and the parents are satisfied. However, the members of the kindergarten team find it difficult to work with the new manager.

The music therapist and art therapist wanted to leave the kindergarten last year due to conflicts concerning their worldview on the way to educate pupils. They also encountered difficulties at work due to the extremely inflexible climate in terms of time management and understanding the pupil's need for warmth, love, flexibility in work approaches, etc. The substitute kindergarten teacher left the position on the kindergarten's request, since her relations with the kindergarten manager were bad from the very beginning of the year and attempts on the part of the kindergarten instructor and psychologist to rehabilitate them were to no avail.

Towards the end of the school year the kindergarten assistants also started complaining.

8.7 Planning the Intervention

In view of this situation, the local leadership system (supervisory services, local authority, psychological services and local support centre) decided to introduce system-wide intervention in the kindergarten on several levels, in an attempt to improve the situation.

Attempt to consolidate the interdisciplinary team by means of team meetings held once every two weeks, accompanied by the kindergarten psychiatrist and psychologist.

The teaching assistants will participate in a professional advancement course (in which assistants from three similar kindergartens in the area will also be participating) which will provide tools for treating children suffering from PDD.

Conducting weekly discussions between the kindergarten manager and myself on the subject of problems encountered when dealing with the interdisciplinary team.

It is anticipated that during these discussions the kindergarten manager will bring up problems through case stories. An attempt will be made to analyse them and to learn about the skills required for leading and developing a team.

The researcher has taken the role of CM upon herself, in the context of which she will coordinate all the current data on all the above-mentioned intervention processes.

The ideological ground for the multi system intervention trend is based on three conceptions:

- The role perception of the kindergarten manager is based on three dimensions: social, pedagogical and autonomy. Its success and effectiveness relies on the leadership of the kindergarten manager. The assumption is that interactive individual and group intervention refers to the interdisciplinary teamwork. This activity derives from integrated individual and group growth and development. This process creates the togetherness feeling that empowers the ability to confront the day- to- day work at the kindergarten.

- Due to the agreement that the role of the kindergarten manager is complicated and demanding, empowerment of the kindergarten managers' self - efficacy is required, in the organisational level, the task level and the relationship level.

- The assumption is that the management capabilities and team leadership skills can be acquired through knowledge acquisition while maintaining a fruitful and reflective dialog.

8.8 Description of Intervention and Criteria Derived from Intervention

Description of Intervention-Process Plan, Presentation of Dialogue, Analysis and Reflection	Criteria Derived from Intervention
November 2000 **Planned Subject and Objective of Meeting:** Meeting with kindergarten psychologist, psychiatrist and inspector, local authority representative responsible for kindergartens and the kindergarten instructor. The objective: determining framework for intervention in light of difficulties. **Description** **Framework:** **Kindergarten-wide level –** Attempt by psychiatrist to unite kindergarten interdisciplinary through fortnightly team meetings. During the meetings pupil case studies are analysed in order to reach a full understanding of the pupils' needs in the framework of teamwork. There is concern regarding the team's consent to this system. **Individual level –** I work with the kindergarten manager once a week, the aim being to develop interdisciplinary teamwork management and leadership skills. System-wide covering 3 kindergartens for PDD children in Kfar Saba and Raanana – Professional advancement course for kindergarten assistants aimed at providing work tools for work with children suffering from PDD.	**Feeling of responsibility regarding contact and communication with team on the subject of the pupils**

Definition of CM roles –	
Consolidation of current information from all above-described intervention systems.	
During this preparatory meeting, the psychologist and psychiatrist made the following comments with regard to the running of the kindergarten during the current school year.	
Psychologist :" *In contrast to last year, this year meetings are being conducted between the kindergarten manager and kindergarten teacher who substitutes on the management level. "*	
Psychiatrist : *"The kindergarten manager is threatened by teamwork and prefers to retreat from situations that require her to contend with the team. "*	**Ability to lead a team** **Disparity between role requirements and performance skills**
Reflection:	
This is a major intervention. It was decided to implant this size of intervention owing to the crisis in relationship between the kindergarten manager and the rest of the team. The issues at stake were the kindergarten manager's self-conception as leader / manager in the context of role performance. The psychiatrist and psychologist's intervention involved encouraging professional teamwork. The aim of team building was to develop the kindergarten manager's sense of responsibility for communication and contact with the rest of the team on the subject of the pupils and to develop **a sense of responsibility for developing, implementing and assessment the ISP.**	
My own role in the intervention entailed private discussions with the kindergarten manager about her **self perception as leader / manager in the context of the**	

role performance; her feeling of managing and organizing the kindergarten; her sense of responsibility regarding contact and communication with the inter-disciplinary team; her sense of responsibility for developing, implementing and evaluating the ISP. We also discussed identifying the **need for change and the need to lead that change; the ability to lead the team;** working on the manager's development as a professional with a **structured worldview regarding the education and rehabilitation of her SEN pupils.**

My meetings with the manager also addressed the issues of coping with conflict at work – **the disparity between role requirements and performance skills.**

I felt that this meeting was a good start for the systemic intervention in which the top experts were to be involved and that a lot of efforts, professional resources were being invested in this intervention. It was clear that there was consensus among the professionals involved regarding the intervention aims and an understanding of its objectives. Things that were said during the meeting and the information I was gathering on this case, gave me serious misgivings as to the outcome.

There is a discrepancy between the psychologist's report and that of the psychiatrist regarding the way the kindergarten manager works with the staff. The discrepancy stems from the difference in the sources of information with regard to the manager's communication with the staff team: the psychiatrist observes what happens during a working day at the kindergarten and how the manager avoids communicating with team. The psychologist chats with the manager and her substitute

and bases her impressions on what they tell her.	
An overall view of the case makes one wonder whether the discrepancy that has arisen due to the differing perceptions of the two professionals regarding communication between the kindergarten manager and the staff, in fact represents the difference between how the manager feels about her communication with the team and how the team feels about its communication with the kindergarten manager.	
This lack of congruity of viewpoint bedevilled me throughout the intervention: I was led to believe by the manager that she had matters in hand and was effecting change, but, when I spoke to the team and observed what was happening in the kindergarten, the picture I saw was completely different.	
There is to be a team meeting with the psychiatrist on 23.12.00.	
Planned Subject and Objective of Meeting : Meeting with kindergarten's assistants consequent to problems that they presented to the local authority representative. **Description:** In an effort to try to get a dialogue going between the substitute teacher, the assistants, the volunteer and the manager, the meeting was held in the evening at the kindergarten. The assistants prepared a wide variety of food from home and were extremely proud to host their "honored guests" and show off their hospitality. We sat around a small table, on child size chairs and began our discussion. **Present:**	

Inspector, local authority representative, psychologist, instructor, assistants, myself.	
The kindergarten psychologist opens the meeting and describes the problems facing the kindergarten teachers and team when treating children with serious special educational needs, as is the case in this kindergarten. She thanks everyone working in the kindergarten for her contribution. She explains the complexity of maintaining such a huge team of employees and mentions the parents' satisfaction with the kindergarten, as compared to previous years, when they were not satisfied.	
The kindergarten manager requests permission to speak. She goes from one team member to another and lists their failures and the mistakes they made during the course of their work. She states that the team does not fulfill its role properly, particularly with regard to looking after the children in the kindergarten yard.	**Ability to lead a team** **Disparity between role requirements and performance skills**
The assistants talk about the manager's humiliating attitude toward them, that she disregards their personal needs as human beings, does not allow them to chat when they have had a hard day's work. They under intense pressure all day long, they have to work hard with the children and look after them, and sometimes don't have time to go to the toilet. They do not understand what the manager wants of them. She makes critical remarks about everything. The clock hanging on the wall rules the assistant's live: they have to look at it all the time since they have to change activities every 20 minutes. They distinguish between the days that the substitute manager comes in – days in which there is an atmosphere of fun and laughter – and the days when the kindergarten manager is present – when there's a bad	**Ability to lead a team** **Disparity between role requirements and performance skills**

atmosphere, with pressure and shouting…

Reflection:

From the tone of the meeting in which all parties were present, the atmosphere in the kindergarten is terrible. The manager obviously has great difficulty in terms of **her sense of professional leadership and ability to lead the team.** She was extremely critical of the staff, demanding that they meet all her expectations. She showed a complete lack of empathy for the staff and did not have anything good to say about them.

The manager seems unaware of having coping conflict with regard to her role – **the disparity between role requirements and performance skills** to lead the team through work relations based on shared goals, delegation, open communication, cooperation in solving problems and decision making, staff empowerment, teaching colleagues and personal development.

The atmosphere at this meeting, as well as the discussion, pointed to a major gap between the declared aim of the meeting, viz., encouraging constructive, professional communication, in the hope of starting a process of relationship building between the manager and the rest of the team – and what actually happened.

During the discussion, many of the assistants cried and became very theatrical.

The manager seemed unaffected by what was happening. I was surprised by her rational and rigid attitude when confronted with such harsh accusations

What the assistants said, and their conduct during the meeting, led one to feel very empathetic toward them.

This contrasted with the lack of empathy one had for the manager, who seemed to lack all emotion or warmth towards them. The way she spoke to them supported their claims about her, and furthermore, she made no effort to refute their claims. I as left with serious misgivings regarding work relations between the assistants and the manager. The difference between the reserved, critical mien of the manager and her demands for punctuality and total obedience from the assistants, and the assistants' behavior, which was very dramatic and perhaps manipulative, made me feel lost. It was hard to ignore the cultural differences between team: the manager was from Russia originally, and while the assistants had Yemenite, Moroccan, and English speaking backgrounds. There were also large age differences: the manager was in her twenties, while the assistants were older some, old enough to be her mother.	
First one-to-one meeting with the kindergarten manager. **Planned Subject and Objective of Meeting:** Deciding on the setting for our meetings. An explanation about the reasons for my intervention, combined with the intervention in the kindergarten. Reporting on this activity, which is a part of a research study, and requesting her consent. **Description:** **The kindergarten manager** described her feeling following the meeting with the assistants – that the inspector and local authority representative 'did not take her side', and were more empathic towards the assistants. I reflected the fact that she appeared at the meeting as a	**Ability to lead a team**

person who only criticised her team and did not empower it, even with a single word and that this was why she lost the empathy of those around with regard to the difficulties she raised.

The kindergarten manager raised the point that the introduction of the psychiatrist as the leader of the team meetings in the kindergarten is not to her liking.

I reflected that the added value of routine teamwork in the kindergarten led by a psychiatrist is a bonus from the professional perspective in that it improves the relationship and communication between the team members regarding the treatment of the children. I thus reflected the importance of the psychiatrist's positive leadership in conducting these meetings (that she cannot conduct or lead to this day).

Ability to lead a team

Disparity in role perception definitions and expectations between role holders and role definers

Reflection:

The two issues raised by the kindergarten manager in the meeting point to a complete lack of understanding that the interdisciplinary teamwork relates of her role as the leader/manager of the kindergarten's interdisciplinary team.

She expected that the inspectorate and local authority officials would back her at all costs during the meeting with the ancillary staff of the kindergarten, when she showed little ability to lead a team, (displaying a lack of empathy towards them, and a lack of appreciation for their work). She is coping with a conflict of disparity in role perception definitions and expectations between role holders and role definers. She sees herself as a formal and highly authoritative team manager, whereas her superiors, who defined her position, expect her to direct and be the professional leader of an interdisciplinary

team. The other difficulty she has concerns the arrival of the psychiatrist at the kindergarten. The psychiatrist runs the interdisciplinary team meetings, which are necessary for the intervention she is conducting. This difficulty points to the manager's problem with her role perception, which should involve the team-work aspect of her job. She does not see the psychiatrist as part of the interdisciplinary team, which she is supposed to work in a counseling capacity, while she heads the kindergarten's interdisciplinary team. My impression from the meeting was that a relationship of mutual trust was developing between the kindergarten manager and myself. We listened to each other, and I sensed that she indeed grasped what I am saying and was trying to internalize it.	
One-to-one meeting with the kindergarten manager. **Planned Subject and Objective of Meeting:** Developing awareness of problems faced by special education class/kindergarten managers. **The kindergarten manager** reports that everything is becoming more relaxed. She feels an improvement in the relationships among the assistant – up till now they used to shout at each other and on occasion shouted at the children and other team members. She praised another assistant who tries not to do things that are not conventional. The assistant observes the kindergarten manager and learns from her how to work with the	**Ability to lead a team**

children.	
She spoke about the motivating factors that led her to write a very harsh letter to the authorities about the work of one of the assistants. (This letter led to a worsening of the assistant's conditions and was one of the reasons for the assistants' immense opposition to the manager and the fact that they let the parents know about all these issues).	**Ability to lead a team**
She vented her frustration about the fact that the local authority sends non-specialised workers. She spoke about the impaired functioning of a new assistant and about her (the kindergarten manager's) severe response to the assistant's behaviour, who humiliated a child.	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
Reflection: How to react when an employee does not act in an appropriate manner: Analyse the event, define the problem, understand where it comes from, and only after that, respond in a professional manner, not impulsively.	
Principle : To transform the disadvantage into an advantage – each time a problem emerges, add another directive covering the subject in the event that no relevant and clear work procedures have yet been formulated. This will ultimately result in comprehensive and thorough work regulations regarding work procedures in the kindergarten.	**Ability to lead a team**
One of the more senior assistants will take over subject of introducing new employees to the kindergarten – this will empower her in terms of both responsibility and professional development in her work with the children.	
The kindergarten manager raised the problem of the	

subject of communications between the team and parents; on the one hand they update the parents regarding their difficulties with the manager, while on the other hand, they do not ensure that important messages are passed on to the parents.

We formulated a communications sheet that should be filled in when messages are to be passed on to parents. Among other details, the sheet includes a space for the parents' addresses and phone numbers, the exact message, to whom it was delivered and the signature of the person delivering the message.

I gave her articles on the subject of leadership and teamwork to read. She was very pleased, but returned them after two or three weeks, saying that they were interesting but that she did not want to talk about the contents presented in them.

Reflection:

What the kindergarten manager was saying showed a very bad atmosphere at the kindergarten. She finds it hard to cope with problems relating to communication with staff and communication with parents. Stressful and tense situations contribute to this.

The steps she took in terms of evaluating an employee who disappointed her expectations, and the helper's response to her behaviour, had a very negative affect on manager-staff relations. All this prevented the development of positive working relations with the team.

This meeting with the manager raised difficulties and issues that she was unable to solve independently. My feeling was that we were developing management tools

together that could help her to handle these difficulties. The dialogue that emerged between us could help her in conflict situations and with difficulties that called for a change of attitude and the incorporation of new executive skills. At this meeting, the manager addressed unresolved issues that have affected her work with the team. These issues relate directly to the following factors: Sense of professional leadership – ability to lead a team; self-perception as a leader/manager – ability to direct and organize, and a sense of responsibility for communicating with other staff regarding the pupils. During the discussion, the manager made some points that show a lack of team-leadership ability, although other points she made gave indications of considerable ability in this regard. For example, the manager criticized the fact that the assistants the municipality assigned to the kindergarten are unprofessional and unsuitable to work in the kindergarten. This, points to a high level of professional leadership ability. However, at the same time, her reaction to the assistants' lack of professionalism shows little team leadership ability. Her reactions reflect poor management and organisational skills. This was evident from her ignorance and inability to solve problems relating to role setting, delegation of authority, communicating with staff on work procedures, instituting communication procedures, empowering staff by helping them to acquire professional knowledge, and constructive assessment of performance.	
Meeting with the entire intervention team:	

<u>**Planned Subject and Objective of Meeting:**</u>	
To assess information received to date and to implement constructive assessment regarding the continuation of the intervention.	
Present:	
Inspector, local authority representative, psychiatrist, psychologist, instructor, myself	
Report on the team meeting in the kindergarten chaired by the psychiatrist: *" The meeting was very reserved. There was no team atmosphere, there was a feeling of tension, it seemed like the team had no desire to do anything for the kindergarten. "* The psychiatrist had the feeling of *"a collection of quality individuals who are unconnected, and of the existence of sub-groups: assistants; paramedical; emotional assistants. However, there was co-operation. The kindergarten teacher was anxious and found it difficult to stand opposite the entire forum comprising the team. The team opposes the idea of holding meetings on a fortnightly basis. "*	**Ability to lead a team** **Feeling of responsibility regarding contact and communication with team on the subject of the pupils and on the subject of their ISP**
The psychiatrist performed an observation of the kindergarten. She regretfully found a kindergarten in which *"there was no feel of a childlike and happy world, but only a feeling of sadness. Everyone works quietly and is always looking at the clock. "*	
The psychiatrist, who represents a society that wants to introduce treatment resources into kindergarten, finds it difficult to bring new people into the kindergarten and claims that the kindergarten manager stymies the process: she frightens people who come to work in the kindergarten and gives them the feeling that they are undergoing an acceptance test (after they have been	

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selected by the psychiatrist).	
The substitute kindergarten manager does not receive information from the manager and reports that she feels isolated and that there is no collaborative planning between the two managers. **Reflection:** **The psychiatrist's** comments were very harsh: the fact that the staff was fragmented and lacked cohesion, that it had no routines or ability to work as a team pointed to the absence of a feeling that there was someone with professional leadership skills in the kindergarten, who could lead a team, and had a feeling of responsibility for communicating with staff concerning the children, and for developing and implementing personal study programs for the children, and assessing it within the teamwork framework. The psychiatrist's impression was that the atmosphere kindergarten did not reflect an educational, rehabilitation and care philosophy that was suited to the pupils' special needs. This was apparent from the fact that a suitable, age-appropriate children's environment had not been created for the kindergarten's children, who needed educational rehabilitation to ensure their optimal academic, emotional, and behavioural development. Despite the participants' remarks, my feeling was that this was the beginning of a process; I had great faith that we would set a course to encourage improvement. I believed that time and effort would result in the manager's personal growth, and that her behaviour would reflect a desire to change and thus engender a more conducive climate for interdisciplinary teamwork.	
One-to-one meeting with the kindergarten manager.	

The kindergarten manager reports about a feeling of helplessness when faced with lack of functioning on the part of the assistants, who do not do anything when children complete activities and begin to play up. They are inefficient at breakfast time, do not help her with her work, sometimes leave a child precisely when he's working with glue and scissors, when they go and exchange cooking and baking recipes. She feels that these situations border on danger.

Reflection:

Speak to the assistants or write to them in a communications notebook before each activity taking place in the kindergarten, describing what is expected of them at the conclusion of the activity.

We spoke about employee empowerment, by giving positive feedback about the good things they do during the day. We spoke about the importance of communications – communications notebook containing messages for every team member to read immediately on entering the kindergarten, before starting the day's work. The team can also write their own messages in this notebook concerning problems during the workday that they wish the manager to know about. (It is often impossible to talk about these issues during the course of the day due to workload and intensity).

The kindergarten manager reports on the lack of response on the part of the assistants with regard to instruction meetings that she and the instructor intend to deliver. The setting for these instruction meetings was decided upon following the assistants' complaint that there is a gap between the manager's professional expectations of them and their previous knowledge.

Reflection :

It is important to develop such dialogue, to allow the team to express and explain their opinions, and that they should listen to the kindergarten teacher's opinion. The training meetings should not be terminated – they should be perceived as an opportunity to discuss subjects which cannot be discussed during the work day due to the heavy workload.

The kindergarten manager talks about a good relationship with the substitute kindergarten teacher and that she understands the need for this relationship. There is an awareness of the fact that both parties sometimes make mistakes with regard to their relationship. She admires the substitute kindergarten teacher.

She reports about the behaviour of one of the assistants who uses threats against the rest of the team when they don't do things the way she wants it. She built up an independent leadership system comprised of 3 assistants against another assistant whom she often argues with.

I reflected my appreciation that we had started to establish a pattern of teamwork with the substitute teacher.

We analysed the factors involved in the bad relationship between the two assistants – personal attributes, family and personal background. We spoke about how to respond – to define each assistant's role-set; reflect the 'leader' assistant's many and important roles; not to interfere in arguments between the two assistants; and to react professionally and specifically in every case.

The kindergarten manager reports that the assistants did not attend the meeting with the psychiatrist, a

meeting that was very good and professional. It was decided that similar meetings would be held once every three weeks.

In light of the difficulties raised with the assistants – as reported by them to the local authority – the expanded team decided that I would conduct meetings with both the kindergarten manager and assistants.

Reflection:

Even though the kindergarten manager is extremely authoritative towards the team and strict about their work the team don't cooperate as they should during teamwork meetings. My conclusion is that the manager's administrative style and formal, authoritative leadership approach is not conducive to communicating the importance of these meetings to the assistant teachers, i.e., that they are supposed to enrich their professional expertise and enhance the teamwork in the kindergarten.

 Until now, the meetings left me with the impression that we were involved in a complex, uphill process, while at the same time encouraging me to believe in the manager and her genuine wish to change. Still, after rereading my notes from the meetings, I can see did not realise her own part in the issues she rose, and that she tends to pin the responsibility for failure onto others. I realize that my main role in these meetings is to present points I wish to make in a way that allows her to grasp the significance of her role and to gain insight into her own behaviour, in order to resolve these critical issues. I must also make her see that what happens in the kindergarten is dependent on both her attitude and her administrative and leadership capabilities.

In contrast to her initial positive effort to establish good working relations with the part-time kindergarten teacher, the kindergarten manager is dealing with management difficulties: organising and leading the assistant teachers regarding work procedures, communication, stuff accepting her authority as a leader who directs and organizes the team meetings they are supposed to attend. The reasons for her sense of helplessness in light of her impression that the assistants are not doing their work as expected, that their behaviour is putting the children's welfare at risk, that they are not cooperating by attending staff meetings, is the result of her inability to have a self-perception as a leader/manager: her low self perception as an organiser, her low sense of responsibility regarding communications with team on the subject of the pupils, and her low esteem about her feeling of professional leadership. . However, when dealing with these situations, the manager find herself coping with conflicts encountered during her role performance. She is torn between the role requirements and performance skills. In our discussion of the issues raised by the manager, we tried to equip her with communication skills in teamwork that would help her solve her day-to-day difficulties at work.	
Planned Subject and Objective of Meeting: To assess information received to date and to implement constructive assessment regarding the continuation of the intervention. **Present:**	

Psychiatrist, inspector, local authority representative, Psychologist, instructor, myself	
Description:	
The inspector reported on the progress made following the intervention.	
The psychiatrist reported on the team members' hypocrisy with regard to the kindergarten manager. During the meetings, they work with the team and not with the kindergarten manager.	**Ability to lead a team**
The psychologist reported on the immense pressure borne by the assistant accompanying children being mainstreamed, since afterwards she has to report absolutely everything to the kindergarten manager.	**Ability to lead a team**
The instructor reports on her meetings with the kindergarten manager. A number of meetings were cancelled because the kindergarten manager's role perception does not include subjects that go beyond her own work with the children, yet at the same time she expresses a feeling of intense loneliness and wants lots of meeting.	**Feeling of management and organisation**
The instructor mentioned problems raised by the substitute kindergarten teacher regarding her relationship with the kindergarten manager, who does not initiate communication with her and does not speak to her as a colleague. She states that the kindergarten manager says harsh things to people, and even when she has positive things to say, they are not received well because she says them in an unpleasant manner, too authoritatively. Communications between the kindergarten manager and team and the utilisation of resources (human and time resources) are both rigid.	**Feeling of responsibility regarding contact and communication with team on the subject of pupils and their ISP**

There is a feeling of motivation to change during the external meetings

Conducted by the intervention agents with the kindergarten manager – during these meetings the manager reports that she is aware of the difficulties and wishes to change.

Reflection:

The discussion on the kindergarten manager's performance focuses her need for total control over everything that happens in the kindergarten and outside it. This prevents her from delegating authority and establishing a trustful relationship with the staff. One of the examples raised in the discussion concerned the integration of one of the kindergarten's pupils within a mainstream class. The kindergarten manager's need for control and her lack of ability to delegate makes her feel tremendous stress and reduces the number of things that she can deal with effectively. The stress and lower output are felt by the team through the manager's harsh, authoritative manner and her inability to hold an empathetic, professional dialogue, solve problems or make decisions in a collegial way.

The kindergarten manager's willingness to change concerns her self-perception as a formal and highly authoritative manager, while in fact, she does not take sufficient steps to fundamentally change her leadership style from formal management to the professional leadership of the team. .

The reactions I received from the field provided a picture of the team's side of things, and furnished me with feedback on the amount of change that the manager

introduced into the kindergarten. The change, as perceived by the team, was in fact miniscule or almost nonexistent. This stands in contrast to the seriousness and desire for change that the kindergarten manager manifested during our discussions.	

From this discussion, it is clear that there is no basis for teamwork relationships between the manager and the interdisciplinary team, and that the relationship with the additional teacher is especially problematic. The manager has problems with delegating authority to team. This constellation of relationships is responsible for the unpleasant atmosphere in the kindergarten, which prevents a spirit of teamwork from developing and obviates the development of a team.

All this is a result of the kindergarten manager's difficulty in high self perception as a leader/manager, which in turn interferes with her sense of professional leadership, causing her ineffectiveness as a team leader.

Planned Subject and Objective of Meeting:

Meeting with kindergarten assistants and kindergarten manager consequent to letter written by assistants.

The objective of meeting is to create a relationship and generate communications between the kindergarten manager and team, raise difficulties in the kindergarten, and attempt to solve them through creative activities.

Present:

Kindergarten manager,, assistants, national service helper, substitute kindergarten teacher, instructor and myself.

Description:

Creative Devices:

A variety of coloured candles of different shapes and heights. Each participant chooses a candle, puts it on the table, explains why she chose that particular candle, and lights the candle. All the candles together constitute the light in our team.	
Different types of flowers – every participant takes a flower and explains why she chose that particular flower and a nice personality trait that of hers that is expressed by that particular flower. All the personality traits together make up the beauty of our team. (Every team member can take a flower home with them).	
Box with different objects – Everyone takes an object from the box and says what they would like to change in the kindergarten by means of this object.	
The assistants prepared refreshments for the meeting. They worked together in the kitchen; the kindergarten manager was also in the kitchen and it appears as if there is a certain harmony in this type of activity.	
The difficult atmosphere began with the candles, when the manager argued with one of the assistants over the largest candle of a red florescent colour. The manager 'won' the struggle and said that she wanted it because she likes to control and to be the highest and most prominent (she said this with great satisfaction). The assistants responded severely to her behaviour.	**Ability to lead a team**
Every participant put her candle next to her and they found it difficult to build something as a joint effort.	**Ability to lead a team**
However, when it came to the activity involving objects, the kindergarten manager changed her approach towards talking with the assistants and tried to understand them, asked them questions to clarify interrelationships, did not	**Ability to lead a team**

attack them and was empathetic and listened, despite the atmosphere, which could be cut with a knife.	
The participants picked up objects and spoke very plainly and harshly.	
Kindergarten assistant 'N' spoke while crying, stating that the kindergarten teacher had destroyed her life by writing a letter to the local authority in which she expressed strong criticism of 'N'. 'N' took a pair of scissors from the box and said she could cut the broad shoulders of the kindergarten manager who thought so much of herself and behaves towards 'N' as if she were dirt. She reminded the kindergarten manager that she (N) has a daughter of the manager's age who is also studying towards a Master's degree, but that her daughter speaks politely to people and does not patronise. She asked that the manager put herself on a level with the team and act like a friend. The kindergarten manager's method and form of communication is difficult for her.	Ability to lead a team
Kindergarten assistant 'A' didn't take anything and spoke about her personal difficulties in organisation and organising. She spoke about a certain improvement in her relationship with the kindergarten teacher. She said that she would like everyone in the kindergarten to work and fulfil their roles. She asks for some fun in the kindergarten.	Ability to lead a team
Kindergarten assistant 'M' took a ribbon used for wrapping gifts and said that she would like to tie the people together into a team that works together. She also pointed to the flexibility of the ribbon and said that she would like a little flexibility. Everything in the kindergarten is too straight and right. You should listen to everyone and respect everyone. She feels that there is	Ability to lead a team

no possibility of arguing with the kindergarten manager - her style of speech does not allow for discussion and dialogue.	
The girl doing national service chose a pair of spectacles and said that she would like the kindergarten manager to change her lenses to real lenses through which she could see the sad reality in the kindergarten. She spoke of an atmosphere of perpetual criticism, an atmosphere of fear and of hiding secrets. She cried and said how difficult it was for her in the kindergarten. How difficult it was for her to work in such a bad atmosphere. She said that the team members did not talk to each other in the kindergarten, only shouted and argued.	**Ability to lead a team**
She turned to the kindergarten manager and said: "There is a distance between you and the team members. There is no real connection with you. It would be much more enjoyable here if there wasn't someone who is always watching me and thinking that I act otherwise. You give orders – I'm not in the army. It's not nice that everyone gives orders. I haven't spoken to you about this up till now because of the distance. I want people to talk to one another and no fight all the time."	
Assistant 'D' took a stapler and said that she would like the interpersonal relationships between the team members to be closer and that there wouldn't be fights. She would like people to give each other support and not incite one against another. "Each of us has to change her perception of the others – we need mutual respect. Everyone has the right to say what she wants and no one should tell her what is permitted to say and what is not". She spoke about her love of children and love of the	**Ability to lead a team**

work, but that the atmosphere in the kindergarten was very bad.	
The substitute kindergarten teacher took a glue and spoke about the fact that she is not a significant factor in the decisions taken in the kindergarten. The manager does everything by herself and makes all the decisions herself. Each of them deals with different areas and there is no connection in their work.	
She feels that the kindergarten manager is very unambiguous in what she says. It is impossible to move her from her decisions. "There is an undercurrent in the kindergarten and it has to be changed – this secret that's being hidden." She would like people to be calmer, more sharing. Everyone walks around carting baggage of one type or another.	**Ability to lead a team**
Kindergarten Manager took a box of matches and said that she would like all the things happening in the kindergarten inside the kindergarten, which is like a box of matches, and should not be opened and let out.	
Reflection:	
The meeting discussion and atmosphere placed strong emphasis on the kindergarten's problems of self-image as a leader/manager, her sense of responsibility regarding communicating with the staff about the pupils, her sense of professional leadership and her ability to lead a team. The aim of the meeting was to listen to staff, and to encourage team cohesion and empowerment by means of creative activities in the hope of introducing a positive and constructive note into the workplace. However, the focus of the meeting became the absence of team cohesion and the absence of professional leadership due to the kindergarten manager's inability to lead. This was	

the main issue of the entire meeting, and was a central feature of the creative activities that were organized, and the behaviour and speech of kindergarten manager and team alike.

The candle-making activity demonstrated that the staff was a group of separate, unconnected, individuals. During the activities, the kindergarten manger demonstrated her great need for total control: she would not relinquish "the large, red, glittering candle", even to the assistant, who is the one person in the kindergarten she got along with, trusts and relies on.

The question of team leadership ability also arose in the team complaints regarding poor communication between the principal and themselves, and between one another. This indicated no possibility of establishing any kind of work relationship based on mutual trust, professional and personal dialogue, and appreciation for their great efforts in working with difficult pupils. What the teaching assistants, the substitute teacher and the volunteer were saying pointed to great anger towards the kindergarten principal, frustration with the situation she had produced, and fear of her, all of which indicate little ability to lead a team.

The kindergarten manager's attempt and to clarify things they were saying reflected her growth as an empathic and attentive leader and her desire to establish genuine dialogue. It also indicates a change in her self-perception as a leader/principal. Accordingly, she showed signs of personal development and growth in terms of her personal efficacy, and in her sense of professional leadership.

The team's criticism of the new rules for

communication shows that the principal issues new procedures without previously preparing the staff, without explaining the background to the change and why it is needed, and without helping them to see why it important to their work. This also shows poor team leadership skills. **Following this meeting the assistants refused to attend similar meetings. They wrote a letter to the local authority in which they expressed their reservations with regard to the continuation of the meetings, giving two reasons: The meeting open something very deep and painful and it is difficult for them to go back to their routine work and continue treating the children as if nothing had happened. **The kindergarten teacher** takes revenge later on because of the things they said and they pay a very high price. **The assistants** wrote an additional letter to the authority in which they state that the manager abuses the children. Following the meeting with the assistants, the kindergarten manager stated that it was very difficult for her. She said that she was surprised by what the girl doing national service said, and that it had made her aware of things that she had not understood or known concerning how the girl felt. She added that the girl had been influenced by the difficult atmosphere in the kindergarten.	
One-to-one meeting with the kindergarten manager **Planned Subject and Objective of Meeting:** A conversation about the relationship with and communications between the kindergarten manager and	

the substitute kindergarten teacher.

Description:

I reflected to the manager that she must change her work style and should also work with the children on such subjects as festivals, singing, arts and crafts, and not only on routine academic subjects.

The kindergarten manager accepted what I said. We discussed how she would introduce the subject of the Purim party, which was coming up, and when that was over, how she would introduce the subject of Passover. On the subject of the curriculum, we talked about how she could integrate arts, music and drama, and ask the kindergarten music therapist to organize music activities for the children.

Reflection:

The subject of discussion in this session was prompted by visits I had made to the kindergarten, when I was informed by staff that they had witnessed no change in the kindergarten manager's attitude on this matter. They reported that she did not even look at the beautiful art boards the children had made with the substitute teacher, and that she does not praise or encourage the children's artistic work. They also said that when she's (the manager) in the kindergarten things are tough going and boring.

The manager, on the other hand, did report a change.

There was a huge discrepancy between the manager's account and accounts I received from the team and other individuals who saw her in a professional capacity. Once again, I felt that I had lost my direction in the search for the right way to lead the intervention.

Ability to lead a team.

Kindergarten/class teacher as having a defined and structures worldview regarding the education and rehabilitation of her SEN pupils

Nevertheless, in my discussions with met her, I strongly felt that she was interested in changing, that she was listening, and that she was trying to put things into effect in her own way. I therefore continued trying to empower her, to reflect her performance back to her and to equip her with management tools	
Summing up this discussion leads us to the link between the kindergarten manager's sense of professional leadership and her ability to identify the necessity for change.	
Regarding her own, role-perception: she is responsible for administration and organisation, she teaches academic subjects and basic skills, and the substitute teacher takes care of the creative, artistic side of things.	**Disparity between role requirements and performance skills**
The discussion also addressed the kindergarten manager's ability to cope with conflicts at work: the complexity of the kindergarten manager's role, the disparity between the role requirements and performance skills.	
Planned Subject and Objective of Meeting: One-to-one meeting with the kindergarten manager - developing awareness of problems faced by special education class/kindergarten managers. **The kindergarten manager** spoke of a positive meeting held between her, the assistants and national service volunteer. They proposed constructive recommendations regarding work and she reinforced them. She felt that there was no tension, and that explanations flowed. They set objectives for the next meeting. The substitute kindergarten teacher will instruct the team in the next meeting so that she will feel a partner in what is being	**Ability to lead a team**

done in the kindergarten.	
She reports about difficulties with the assistant 'A' who arrives at the kindergarten late and tends to have outbursts of anger, and this causes her shout at the assistant in response.	**Ability to lead a team**
Reflection:	
The meeting examined the manager's professional leadership in terms of contact and communication with team about the children.	
She is frustrated with her ability to deal with one of the assistants, whose behaviour is not to her liking (the assistant has failed to internalize the need to abide by clear instructions regarding the kindergarten's working hours).	
The inability to deal with the assistant raises issues regarding coping with conflict encountered during role performance: the complexity of her role and the disparity between role requirements and performance skills.	
The kindergarten manager's willingness to change things is expressed in the fact that she is discussing matters with the substitute teacher, and allows the latter to give instructions to the teaching assistants so that she feels more of a partner, is a great improvement in the relationship between the two. The improvement stems from the manager's motivation and sincere desire to change and improve matters. The desire for positive and constructive change has given us new hope in addressing the difficulties presented in this kindergarten.	
The assistants wrote a letter that they do not want to continue the meetings with me – they claim that afterwards the manager takes revenge on them for what	

they say and that they invest a huge amount of emotional effort the meetings. They therefore do not see the point in continuing with them	**Ability to lead a team**
Again, I felt torn between empathy toward the assistants (were they manipulative, or simply telling painful home truths), and my willingness to help the kindergarten manager, who following our meetings, I saw as someone who wanted to improve and develop as a professional kindergarten teacher, and who demonstrated insight and a wish to put things right.	
Planned Subject and Objective of Meeting: Observation in the kindergarten of work with children during 'morning assembly' and snack break from several points of view: subject matter, behaviour, relationships. **Description:** The children sit in small circle opposite the blackboard. Each child has an assistant behind him. Each child receives attention and a chance to participate. It is obvious there are huge gaps between the children's abilities. The contents already bore some of the children, while others find them difficult. It is clear that some of the children have a severe emotional difficulty - sadness / anger that they express in different ways. No attention was given to this matter. During the snack break the entire team went into a large room in the kindergarten and ate and drank. There was no conversation or discussion among them.	**Kindergarten/class teacher as having a defined and structured world view regarding the education and rehabilitation of her SEN pupils**
The kindergarten manager was engrossed in eating the sandwich she had brought from home. She paid no	**Ability to lead the team** **Feeling responsibility**

attention to the children or staff. This observation revived the feeling I had had throughout the whole intervention. The feeling of alternating between a strong belief in the manager and her capacity to change and make a difference, (my feeling in our one to one meetings), and the feeling when I go to visit the kindergarten, that this is a totally different reality.	**regarding contact and communication with team on the subject of pupils and their ISP**

After my observation session at the kindergarten, I mirrored two important points to the manager: I pointed out that many of her pupils had major emotional difficulties and that they needed a tremendous amount of support, warmth, empathy and acceptance. I stressed that it was important for her to understand these difficulties so that she could help the children. She angered me greatly, and she said that I sounded like her assistants, that the children were autistic, and that the issues I had raised were unrelated to with them or their education.

I also reflected to the manager that there was a lack of interaction between her and the professional interdisciplinary staff during their joint breakfast and in the break. I pointed out that this was a time for formal and informal discussions, which can improve communication between herself and her staff, and between the staff themselves.

Reflection:

The analysis of the observation rise two issues: first, whether the kindergarten manger has a clear, structured **world view regarding the education and rehabilitation of her SEN pupils**. The lack of such a worldview would be expressed by adjusting the content of the morning class activity, and the lack of reference to

the variability in the children's cognitive and functional levels and emotional needs.	
The second point deals with the leader/manager's self perception with regard to professional leadership. The manager's **feeling of responsibility regarding contact and communication with staff on the subject of the children** was evident at break time, when she and the staff were all physically in the same place, but did not exchange a single word.	
The analysis of these dramatic events examines the manager's capacity to lead teamwork on matters concerned with understanding and internalizing professional expertise, based on beliefs and values which lie at the heart of her educational world view **regarding educating and rehabilitating children with special needs**.	
These goals are generally achieved through teamwork, which also requires team building to take place.	
The assistants wrote an additional letter about the manager's behaviour towards the children.	
I reflected to the Manager for Kindergartens and the Kindergartens Inspector that they should discuss the recent letters from the kindergarten manager's assistants, with the kindergarten manager. I reflected to them that this was something of a witch-hunt, which was being conducted behind the manager's back, and that no one had informed her of it. They did in fact not grasp the importance of holding a meeting with the manager to show her the "mirror" her staff were holding up for her. Nevertheless, they organised the meeting.	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils** **Ability to lead a team**

The local authority representatives and inspector told the manager about the letters. She cried and denied what was written in them.

We decided to meet with the assistants and speak to them.

Reflection:

I felt that the assistants had adopted a new approach in their efforts to draw the attention of the kindergarten's organisational environment to the lack of team leadership ability on the part of the kindergarten manager. Their letter drew our attention to the fact that not only did the manager treat them badly, she treated the children the same way. They accused her of withholding food from a child as punishment, and failing to exhibit understanding and empathy toward children's requests, placing a child in detention for three days, etc.

We might have dismissed these staff accusations as false, until we began hearing them in complaints submitted by parents.

This differed greatly from the previous year, when the parents seemed very pleased with how manager's approach to their children's education and rehabilitation.

Planned Subject and Objective of Meeting:

Meeting with the kindergarten assistants due to the letters they wrote stating that they did not wish to continue the dialog meetings with the kindergarten manager and complaining about the manager's behaviour towards the children, which they claimed borders on abuse.

Present:

Inspector, local authority representative, assistants, national service girl. **Description:** **Local authority representative:**" *A meeting on the subject of your communications within the team was supposed to have taken place a fortnight ago but it was cancelled twice: Once because of work overload and once because of lack of faith in the process. We think that more things can be done and that it's a shame to give up. The question is, what can be done?* " **Assistant 'N':** *"We tried and tried, and nothing came of it. There is the occasional improvement over two days and then everything reverts to the way it was before – particularly in the case of her behaviour towards the children, not towards us."* **Inspector's reflection:** *" If you were from the television, what would you film?"* **Assistant 'N':** Conditions are laid down: *"If you don't stop crying you won't get lunch... "* **Assistant 'M':** *"She shouts at the children all the time"* **Assistant 'N':** *"She doesn't offer the child alternatives but uses food as a condition".* **Assistant 'M':** *"Her speech is always negative – instead of telling a child that she'll receive a prize and encouraging, she threatens using negative reinforcements. The child always says: "Punishment, punishment, What haven't I done right?" It also has a detrimental affect on the team. The team wants to let the child off, to remove him out of isolation, but she doesn't*	 **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils** **kindergarten manager as having a defined and structured worldview regarding the education and rehabilitation of her**

	SEN pupils
agree. The kindergarten manager doesn't listen to the team. "	
Inspector's reflection: *"What's happening to you in connection with the kindergarten manager? What's going on with you? "*	
Assistant 'N': *"It's all like a conveyer belt. There's no contact. No discussion. It's worse than last year ".*	
Assistant 'M': *"She depresses everyone: There are bad surprises everyday – she's always shouting at us, really roars, both at the kids and at the team. "*	
Assistant 'N': *"All of us are 'air' to her ".*	
Assistant 'M': *"When she's eats she leaves her plate on the table so that we'll clean up after her. When the children were washed and there wasn't enough manpower and she was asked to come to help, she didn't come and continued to sit with the psychologist. "*	**Ability to lead a team**
National service girl: *"In general I feel that the kindergarten manager is our commander. You're under pressure all the time because there are eyes that pierce your in the back and stare at you critically about you're what doing with the child. I don't feel that the kindergarten manager is a part of the team, I feel that she's someone at the side, not connected, it's a matter of a harsh and tense atmosphere in the kindergarten. She suddenly shouts, raises her voice over small things connected to all of them - the assistants. When the substitute kindergarten teacher is here there's a warm atmosphere in the kindergarten – but when the manager is here everyone works alone. "*	**Ability to lead a team**
Assistant 'M':" *The substitute kindergarten teacher explains how to work with the children during the course*	

of work. The kindergarten manager insists that we come in the evening to receive instruction. During the meetings we spoke about two children each evening. She doesn't inquire afterwards how it was or how the instruction influenced our work."	**Ability to lead a team**
Assistant 'A': *"There's no need of this instruction framework. It's all artificial and unnatural. Nothing comes out of it".*	
Assistant 'M': *" I feel that there's a purpose to her work when she's been instructed before the work and after the work, asked how it was. In that way she feels that there's a reason for the work, appreciation, and that it's genuine. The substitute kindergarten teacher gives compliments and asks the team what their opinion is and if they have ideas".*	
Assistant 'A': *" Assembly was different from usual today (Researcher – today I was observing together with the local authority representative). Today she behaved nicely with the children. Usually the assemblies are full of orders to children: 'Sit down!', 'Stand up!', 'Put your feet down!'. It's difficult for the children to sit quietly and we have to cover up their deviating behaviour – because she's always making remarks to us."* *"She always comes to the kindergarten in a bad mood on Fridays".* *"I feel that the assembly today was a show. Today she gave attention to all the children. Sometimes she doesn't pay any attention whatsoever to one of the children."* *Inspector's reflection : "I am surprised that the manager knows what should be done when there's an inspector around – so she knows what how it should be."*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**

Assistant 'A': *"She has 'control sickness'. She is a kindergarten on her own and we are a kindergarten on our own. She has her goal and we have our goals. She can't accept a decision made under the management of the substitute kindergarten teacher. She has to be the one to decide. She loves silent 'poodles'. Our relationships have improved, but not thanks to her. If I don't go up to her and make her laugh and start a conversation she will neither laugh nor talk.*	**Ability to lead a team**
She is willing to 'walk over dead bodies' to achieve a goal.	
Last Friday we made a pizza. One child couldn't eat, it so I requested that he be given bread or something else, but she didn't agree to give him something instead and said that he could manage to survive without eating for half a day.	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
Another pupil is blossoming in mainstreaming and the kindergarten manager is always shouting at him there.	
With her, you don't work with the computer. Only with the substitute teacher.	
She didn't let a pupil eat a pitta bread sandwich that his mother sent with him.	
She treads all over assistant 'D' and humiliates her, then she spoils her because she has to keep someone on good terms with her.	
All the festivities in the kindergarten are held with the substitute teacher. The manager does not sing festival songs with the children. The substitute kindergarten teacher does everything for every festival. They divided things between them so that the manager is responsible for 'nothing' – talking on the telephone, studies. The	**Ability to lead a team** **Kindergarten/class teacher as having a**

substitute teacher teaches contents such as seasons, festivals, families, etc. The manager also doesn't deal with art and doesn't care what happens with the art board. She doesn't build social activities with the children, besides the morning assembly. The same assembly repeats itself every day and the older children in the kindergarten are already bored, while the younger ones don't understand what's wanted of them.	**defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
She is sharp with people. The assistants are aware of deterioration. "	
National Service girl: *"I attend the morning assembly. When the inspectors observe her she behaves differently. There is a new pupil in the kindergarten with limited abilities – he's nothing to her, she's always shouting at him.*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
But when someone comes to see the assembly she strives to show off the children with high abilities. She grasps one of the children tightly by the face to make him sit down. "	
Assistant 'A': *"She has some good points – she can also be a 'pure soul' …she can phone and ask whether she should buy something for my son. There is a certain degree of wanting to do something for others.*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
When she accompanies a child to mainstreaming she doesn't see the positive aspects, and only relates to the negative aspects.	
She kisses the children since we commented to her about it, but its not at all natural or flowing, because its not in her nature".	
Inspector's reflection: *"You all feel very bad: humiliated, angry, frustrated, and disillusioned. I am*	

sure that a team that feels so hurt by the kindergarten manager won't present an opportunity to succeed, but please understand that when someone is hurt, he generally doesn't allow the perpetrator succeeds".

Reflection:

At the start of the meeting, the assistants mostly addressed the educational approach applied by the manager in the kindergarten. They stressed her behaviour towards the children, and downplayed her attitude towards them.

The analysis of the meeting addresses the manager's professional leadership, and her capacity to function as a team leader through having a clear, well-defined world view on the education and rehabilitation of her SEN pupils.

The ability to communicate the principles on which the pupils' education is based relies largely on the extent of the kindergarten manager responsibility for developing, implementing and evaluating the ISP, as well as how responsible she is in **terms of contact and communication with the team, regarding the SEN pupils.**

According to the staff, the kindergarten manager does not convey her beliefs regarding her approach to the children's education. We can infer from this that the kindergarten manager encounters conflicting ideas from the staff, that her job is a complex one, and that a **gap exists between the role demands and performance skills.**

The meeting pointed to a further clash, namely the **disparity in role perception definitions and**

expectations between role holders and role definers.

In the second half of the meeting, the assistants and the national service girl again discussed the problematic working relationship with the manager, namely, that they do not feel part of a team, and that the manager does not communicate with them the way a leader should. The assistants compared the atmosphere in the kindergarten when the kindergarten manager is there, with the atmosphere when she is away and the substitute teacher is around. Again, this raises the question of the kindergarten manager's **ability to lead a team**, and the matter of the conflict between the demands of the role and the performance of skills.

The assistants explained why they object to having training sessions from the kindergarten manager and the substitute teacher.

What assistant s A. and M. said concerns the issue of the kindergarten manager responsibility for the pupils' ISP. It was evident that these assistants felt certain ambivalence. On the one hand, they wanted to receive guidance before starting work with a child, and to have their work evaluated later. On the other hand, they were reluctant to attend meetings to receive instruction.

The assistants described what happened the day I came for an observation with an official from the local authority. They said that the morning activity, which took place with the children seated in a circle, was better than usual. They also described the kindergarten's routine work to illustrate how the manager approaches the education and care of the children. They compared her methods with those of the substitute teacher. Again, they touch on a question that relates to the kindergarten

manager's professional leadership. Supposedly, the one who roles, who explains things to the team, who shares and discusses her methods of working with the children is the substitute teacher. These references show how the assistants can identify a professional leader. These express their need for a professional leader who have **defined and structured world view regarding the education and rehabilitation of her SEN pupils**. This is a new criterion was introduced at this meeting.

The staff stressed a number of ways in which the manager was trying to change herself and the kindergarten, but they were invariably scornful of her. They clearly harbor a basic feeling of antagonism towards her.

After the meeting, several thoughts struck me regarding the change in the kindergarten manager's attitude and the change in the style of the staff complaints. I also wondered about the collective impact of the group on the intensity of the message. Perhaps the position of the leaders of the interdisciplinary staff, which is clearly predisposed towards the removal of the manager from the kindergarten, prevents individuals from speaking positively about the manager's efforts to change her attitude and improve, efforts shared with me at our meetings, when she paints a totally different reality?

I also asked myself why the staff had chosen this particular juncture to introduce their criticism about the kindergarten manager's performance regarding to the pupils' education and rehabilitation. Perhaps the reason was that the staff leadership, which is antagonistic to the kindergarten manager, sees signs of improvement in these and other aspects of the kindergarten manager's

performance at work, and is looking for things that would get the intervention team all stirred up? My last question is why are the kindergarten manager's responses to the team and pupils becoming so extreme? Is it because of the pressure that she is under from all sides: trying to get the staff to perform optimally in order to improve her pupils' achievements; managing the kindergarten and organizing the children's individual study programs; being expected to take on new, recently introduced, care functions in the kindergarten, and dealing with the presence of the intervention team? Perhaps she feels under a microscope: some people are trying to help her, but these people are also scrutinizing her actions. In the background are her assistants, who very frequently write letters of unpleasant criticism to the support professionals and bring them running. She seems to be in a very difficult and stressful predicament, which affects her patience with her pupils and the kindergarten staff alike.	
One-to-one meeting with the kindergarten manager – Planned Subject and Objective of Meeting: Analysis of the staff motivation for writing the letters, and continuing to address their content. Conveying the message from the meeting with the teaching assistants. She was denied the contexts of the letters sent by the assistants She rejected what the assistants were saying, as reported to her by me. Despite that, we decided on a number of rules and recommendations: It is important to give positive reinforcements to pupils, instead of punishing them	**Kindergarten/class teacher as having a defined and structures worldview regarding the education and**

It is forbidden to punish children by not giving them food – children must eat and it is forbidden to hold back or give less food.	**rehabilitation of her SEN pupils**
The staff must be approached in positive manner and related to with respect.	
In order to enable dialog between her and team and build intimate interpersonal relations based mutual trust, and since when the team members are together they constitute a power group that rejects the manager; we thought that the kindergarten manager should conduct separate weekly meetings with each team member, with the instructor serving as mediator and easing the situation.	**Ability to lead a team** **Ability to lead a team**
Reflection: This discussion raised on the criterion of self-perception as a leader/manager; sense of professional leadership; ability to identify the need for change and lead change; ability to lead a team, the teacher as having a clear, well-defined world view on the education and rehabilitation of her special needs pupils. I felt that the intervention team had thrust on me the mission of reflecting the problematic reality to the manager. I still wonder if, and how far, this matches the assistants' version, and how far, the manager's denial of their accusations. The kindergarten manager's refutation of all accusations reflects her opinion that such behaviour is wholly unacceptable in the education system. This also made me feel that even what the assistants said was true, the manager would henceforth adopt a more moderate	

educational stance. I also felt that our rapport was good, and that this meeting did not represent an impediment to our continued work. Rather it had tested our mutual trust, and made more probing dialogue possible.	
Planned Subject and Objective of Meeting: One to one meeting with the kindergarten manager. Developing awareness of problems faced by special education class/kindergarten managers. A discussion about what is happening at the kindergarten; feelings following the latest events with the staff. **The kindergarten manager** feels that only she is trying to be considerate of others to improve the situation, and that the others are not making any effort whatsoever. The assistants do not understand why there are so many meetings in the kindergarten. They want to see television programmes that they enjoy and the meetings bother them. The kindergarten psychologist says not to let them be, because they are rebelling. Assistant 'A' wants a permanent position and can't get it. The kindergarten manager suggested that she check into the matter with the workers union. **The kindergarten manager** reports about parents who do not agree to sign a waiver of confidentiality form with respect to their child's diagnoses and they have authorisation to this end from the inspector. The parents are extremely suspicious. They do not make any contribution but want to be given everything. They want to observe the treatments that their child receives. Both the manager and psychiatrist gave the same response –	**Ability to lead the team** **Ability to lead the team**

that at the moment it's impossible. A conversation with parents exposed the fact that their child received steroids for a severe cold, but that this wasn't reported to the kindergarten. There is a difference of opinion between the kindergarten manager and substitute kindergarten teacher regarding the number of treatments that this child received. The substitute teacher agrees with the inspector that he shouldn't be denied treatment because of the parents refusal to sign, but the kindergarten manager does not agree to give him emotional treatment without the parent's consent to sign on a waiver of confidentiality form.	**Ability to lead the team**

Reflection:

When the meeting began, one could observe the development of the kindergarten manager's personality as a leader and manager, when she called the meeting to order and tried to encourage her opponents to think. She attempted to clarify facts (as with the substitute teacher). However, she made no response to the complaints against her, and did not try hard enough to defend her position and beliefs. This relates directly to the criterion of the kindergarten manager's **self-perception as a leader/manager, and her ability to lead a team.**

The intervention team, and particularly the Inspector, focused on the substitute teacher and her relationship with the manager.

On analyzing the substitute teacher's comments, it was clear that she mainly referred to the kindergarten manager's ability or lack of ability to lead the team and to how responsible she felt for communicating with the staff about the pupils. The substitute teacher did not

sense any cooperation between herself and the manager, and provided examples. She indicated that this troubled her as it affected her sense of responsibility with regard to devising, implementing and assessing a customized curriculum for each child. The substitute teacher was firm in her allegations, even when the manager reminded her that she herself had said that their relations had improved - the amount of communication between them and the atmosphere when they talked. The substitute teacher did not deny this, but said that still felt this nevertheless, despite their joint meetings with a psychologist every fortnight, to work on cooperation and their working relationship. The reflections offered by the psychologist and Inspector also failed to change her mind, and get her to agree that she felt better about their relationship now.

The volunteer did not waver in her opinion that matters were no better in the kindergarten. On the contrary, she indicated that the atmosphere was even worse than before.

The analysis of issues raised at the meeting shows various additional criteria relating to the manager's sense of professional leadership. Her feeling of being the only one trying to change things, and that the staff makes no effort in this regard, indicates her poor ability to identify a need for change and take charge of introducing it within the scope of her responsibility for instituting change, and thus the strength of her capacity to lead a team. The dilemma raised by the manager, regarding whether to approve emotional therapy for a pupil whose parents refuse to sign a waiver of disclosure, testifies to a poorly formulated approach to the education and rehabilitation of her special needs pupils.

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The manager's reaction to the latest problematic events shows an increased sense of frustration and isolation regarding her efforts to change the way the kindergarten staff work. Her sense is that she is alone in trying to effect change. She describes the assistants' objections to the frequent kindergarten staff meetings, which were called to address professional issues relating to them. She also stressed her feeling that they had not grasped the importance of these meetings.

She dwelt on routine issues at work, and kept blaming others for things. She made no effort to look at her own role and contribution to what was happening. It was apparent from all she said that she sees the team as hostile, which interferes with her running the kindergarten as she would like. It is obvious that her way of dealing with the situation is to fret about what she thinks others are doing to her. There is no evidence of self-examination of her contribution to the state of affairs. For example, she should have taken responsibility for explaining the importance of the staff meetings to the staff, and kept explained it, until they understood why they were necessary. This is another example of her team leadership problem.

The manager raises a dilemma between her professional ethics and her sense of responsibility for developing, implementing and evaluating pupils' ISP. She also mentions that she and the teacher who substitutes for her and the kindergarten inspector are not agreed on how to implement a proper study program for a pupil whose parents will not sign a waiver of disclosure of his assessment reports.

It is a pity that the discussion did not lead to a dialogue between myself and the kindergarten manager aimed at resolving the dilemma, and that she had to deal with finding a solution on her own.	
Planned Subject and Objective of Meeting: Meeting of intervention team in kindergarten with kindergarten team in order to generate dialogue in view of the letters sent to the local authority. Present: Inspector, local authority representative, psychologist, kindergarten manager, substitute kindergarten teacher, assistants. **Description:** **Kindergarten manager:** *"The instructor and I began conducting individual conversations in the kindergarten. Some of the assistants expressed the wish to continue meeting and talking. 'A' was not interested in participating in personal discussions. The discussions will be held once every two weeks."* **Inspector's reflection:** *"Does every discussion involve homework? Does it allow for the release of pent-up feelings?"* **Kindergarten manager:** *"Yes. We also check progress".* **Assistant 'D':** *"I'd like to thank the authority representative who brought me together with 'A'. I was very overwrought during the meeting but it helped me understand that the problem lies in communications. I admit that 'A' knows things that I didn't previously understand that I needed to know".* **Assistant 'A':** *"I said that I didn't want to continue with*	**Ability to lead the team** **Ability to lead a team**

the discussions because I was angry. There is a problem, and if someone doesn't admit to his problem, it's very, very difficult. I avoid saying things that I want to say – because the manager always wants to be in control and she takes my ideas and then introduces them as her ideas".	**Ability to lead a team**
Inspector's reflection: *"Perhaps there are issues that can be sorted out by talking about them and doing homework. The first meeting highlighted the subject of interpersonal relationships. The second meeting highlighted the subject of the kindergarten's pedagogic perception.*	
The instructor plays a very important role in the meetings and the combination of the two of them together should make a significant contribution towards the kindergarten. It's important to have lots of homework and less 'letting off steam'. Therefore you (assistant 'A') have made a very significant contribution".	
The inspector asks the substitute kindergarten teacher how she feels in the kindergarten.	
Substitute kindergarten teacher: *"I wasn't a partner in the discussions, but I understand the participants wanting to avoid them because of the difficulty involved in talking about the issues – it requires a lot of energy of oneself and saps at energy devoted to treating pupils".*	**Ability to lead a team**
Inspector's reflection: *"That's the maturity – reverting to the daily routine – and a huge challenge. It's the maturity to revert to the daily routine when we empower the mature part of ourselves".*	
Substitute kindergarten teacher: *"The work here is very difficult, and even more so when there is no group*	

that 'walks' together. I don't feel that there is a unified group here. It's also difficult for me to work with the manager some of the times. It's important to have support."	**Ability to lead a team**
Inspector's reflection: *"Where do you feel your difficulty?"*	
Substitute kindergarten teacher: *"I feel that the lack of communication between us continues on to the subject of the pupils".*	**Feeling responsibility regarding contact and communication with the team on the subject of the pupils**
Psychologist's reflection: *"Its' important for the issues to be discussed here in the kindergarten, so that they overflow outside like a volcano".*	
Inspector's reflection: "Not talking about things creates an illusion".	
Substitute kindergarten teacher: *"The lack of communication confuses issues – if we are not in co-ordination it confuses the pupils. There is no mutual thinking, even when we meet. Matters are more operative and lack shared thinking. Today I do what seems to me to be the best thing at the time. I am less accessible to the instructor and I have more contact with the psychologist."*	**Feeling responsibility regarding contact and communication with the team on the subject of the pupils**
Kindergarten manager: *" During our two personal meetings you said that there were the beginnings of a feeling that something good was happening. Why didn't you raise the issues on this level during our personal meetings?"*	**Ability to lead a team**
Substitute kindergarten teacher: *"The response that I received from people around me is that there are priorities. At present – collaborative thinking during the meetings with the psychologist. The collaborative*	

thinking recently applied regarding one of the pupils made a significant contribution to the atmosphere in the kindergarten – but it was only a drop in the ocean".	
Kindergarten manager: *"So why wasn't it brought up in the one-to-one meeting?"*	**Ability to lead a team**
Inspector's reflection: *"You are saying in fact that you put yourself last since its so difficult around?"*	
Substitute kindergarten teacher: *"Had we been working together there would have been a guideline and things would have looked different."*	**Ability to lead a team**
Inspector's reflection: *"You are describing a situation similar to the 'Sorcerer's Apprentice" – despite the fact that you are present in the kindergarten more than half the workday and fulfil the role of kindergarten teacher during half the kindergarten's weekly operating hours."*	
Psychologist's reflection: Reflects to the substitute kindergarten teacher that she is very significant in the kindergarten.	
Inspector's reflection: *"But the substitute kindergarten teacher doesn't feel that way".*	
Psychologist's reflection: *"I feel that there is a significant change in the work with the kindergarten manager this year when compared to last year – she tends to connect to a greater extent to new ideas, and tries and wants to change, despite this not always being apparent in the field."*	
Inspector's reflection: *"I feel that your connection with the group of supplementary services accompanying the kindergarten is lacking".*	
Local Authority Representative: *"I take the attempt to wish to change from you. Perhaps it will only happen*	

when people sit together and talk about things need any more bypasses. You can all provide this oxygen. . The shift is in everyone's desire to understand that there is wish to change. "	
National service volunteer: *"I think and feel that groping efforts are being made to achieve change and that these efforts are genuine, but it's not truly in the atmosphere itself, which feels like a press. It does not feel as if these attempts are succeeding in changing anything, in fact, the opposite is the case – the atmosphere is worse. How can an atmosphere of this type be changed?"*	**Ability to lead a team**
Inspector's reflection: *"When there is conflict and it's not comfortable to talk about it. One has to put in effort and feel – that's what it depends on".*	
Local Authority Representative: *"That same truth and belief must come from two directions. It seems to me that people – it's easier for them individually than in a group. The aim of the personal discussions is for you tell the truth so that you can build something. It is important that the atmosphere improve because it doesn't have a good influence on the children. "*	
Substitute kindergarten teacher: *"You said that it is a long process. During the process we should look at how much we have progressed and how far we still have to go. While on the way we should observe the children and see how it affects them. Then we will be obliged to change. "*	
Reflection:	

The meeting mainly dealt with the **kindergarten manager's perception of herself as a leader/manager** – her sense of professional leadership as manifested in a capacity to **identify the need for change and to lead the process of change, and also in the ability to lead a team.** Unlike my earlier meetings with her, the issues she raised in this meeting were no longer about dilemmas or blaming someone else for the difficulties. Instead, she discussed her genuine efforts to make drastic changes in her leadership of the team.

One example that stands out is that she wrote to the local authority, describing changes evident in the work performance of assistant N. She informed assistant N. of the letter and gave her a verbal assessment of her progress at work.

She also made efforts to narrow the difference of opinion between herself and the individuals she spoke to, trying to empower them, not to criticize them as in the past. The kindergarten manager described her professional meetings with the paramedical team. These meetings were organised out of a sense of responsibility for maintaining contact and communication with the team regarding the pupils, and recognition of her responsibility for ISP. In these meetings, the manager made a genuine effort to listen, broach issues and try to solve them. She tried to be frank and accept new team work approaches in the kindergarten, e.g., learning oriented observations, and the use of a counselling model. All this was due to her ability to recognize the need for change and to take the lead in introducing it. There were further signs of this ability in the fact that she revised her role perception and began to work with the music therapist on introducing

creative activities as part of the pupils' curriculum that she was planning. My observations of the meeting are that the substitute teacher was acting as the staff leader. The staff expected her to reflect the negative aspects of the kindergarten, and in front of them, she was unable to retreat from her stance on the poor communication and lack of cooperation with the manager. The volunteer supported her in her own way. The inspector, the local authority representative, and the psychologist reflected to the staff that there feelings had changed. However, the substitute teacher and the volunteer claimed very little had in fact changed. This raised the following questions: had there really been no change? Perhaps they did not feel the change, even though efforts had been made towards it. Were they dwelling on the problems, and emphasizing them, even more today? It seems they do not allow the kindergarten manager to generate change, and interpret her sincere and positive efforts negatively. For example, I was aware that the kindergarten manager had bought them marzipan each for mother's day. I drew their attention to her effort to be friendly, but they replied that the marzipan was bitter.	
Planned Subject and Objective of Meeting: One-to-one meeting with kindergarten manager. Developing awareness of problems faced by special education class/kindergarten managers. **Description:** **The kindergarten manager** reports on discussions she	

held with the team members as a result of our previous meetings, when we perceived the need to establish a system of communications between the manager and team.	
The kindergarten manager described what happened in the kindergarten during the previous week in relation to the meetings with the team and difficulties she had to contend with.	
The kindergarten manager reports that there were two discussions with the assistant 'N' and the instructor: The kindergarten manager spoke with 'N' and empowered her. She wrote a letter to the local authority rectifying the previous letter in which she had sharply criticised 'N's work, as a result of which the assistant had not received a permanent position. This previous letter had led to a breakdown in 'N's relations with the manager. The kindergarten manager told the assistant 'N' that she really appreciates her work. The kindergarten manager now sees that the assistant tries, asks questions, shows interest, and makes suggestions for changing things in the kindergarten.	**Ability to lead a team**
During the discussions, the kindergarten manager asked the assistant to explain / say in what instances she perceives the manager to be abusing the children, as was claimed by the team in the letter they wrote to the local authority. This same question was asked of another assistant, but she didn't indicate anything to the manager.	
The kindergarten manager reports on an individual discussion held with the national service girl, who said that there is no chance of improving the relationship between herself and the manager. The manager stated that she did not see the point of leaving things as they	**Ability to lead a team**

were. The girl said that it was difficult for her to talk about problems, whether in general or in connection with her private life. She claimed that it took a long time for her to vent her feelings. She feels that she is simply a national service volunteer and does not feel that she has what to offer or the right to propose ideas. The kindergarten manager empowered her and reflected that she gets things done during the course of her routine work.	**Ability to lead a team**
The kindergarten manager reports about a discussion held with the kindergarten's speech therapist and occupational therapist. These two paramedical workers conducted an observation of the kindergarten and then sat down to discuss it. The occupational therapist decided to perform an additional observation in order to watch individual work in the kindergarten.	**Ability to lead a team**
The occupational therapist proposed ideas in connection with what she saw in the kindergarten. She also went to observe mainstreaming implemented by the kindergarten teacher at the kindergarten that mainstreams autistic pupils.	**Ability to lead a team**
The speech therapist remained alone. She had ideas regarding her work, but spoke about the fact that she feels cut off from what is going on in the kindergarten. She was angry about the many team meetings and asked if so many meetings – once in three weeks – were imperative. She requested meetings with the participation of the kindergarten manager, occupational therapist and herself. She spoke about her feeling of being cut off, since each person works in her own room. She suggested that some of her treatments should be carried out in the kindergarten space. She said that the noise would be a	**Ability to lead a team**

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disadvantage, but the kindergarten teacher was happy to accept her idea and encouraged her.	
She reports on discussions with the substitute kindergarten teacher: The substitute kindergarten teacher said that there is a lack of co-ordination between her and the kindergarten manager (during the meeting with the inspectors).The kindergarten manager requested of the substitute teacher that she reflect to her where she (the manager) does not do things right.	**Ability to lead a team**
The kindergarten manager says that included the music therapist in the Independence Day celebrations – they prepared flags and ribbons with the children and the music therapist played and sang with them for half an hour. They had a picnic outside. The assistant made them chips.	**Ability to lead a team**
Reflection:	
Unlike the contents of the previous meeting, in this meeting, the manager showed poor management and organizational skills, and poor professional leadership skills vis a vis the team. This was evident from the description she gave of her difficulties with one of the assistants that day.	
It was also evident from the fact that the manager asked me to help her define how the speech therapist's professional conduct should be, rather than speak to the therapist directly during working hours. However, when dealing with the clinician, she did manage to solve a problem regarding communication channels at work.	
On this occasion too, I felt we were talking about her sense of professional leadership and the question of having a clear, well-defined philosophy of the education	

and rehabilitation of her pupils, and her ability to lead a team. The context was the removal of one of the pupils from the general kindergarten activities. The manager described the seriousness of the pupil's condition and the fact that the assistants had to take it in turns to watch over him. She did not mention using the consultation model and discussing the problem with the team in an effort to cope with the difficulties caused by the child's problem behaviour. She admitted that she decided what to do independently, and without explaining her reasons for the decision to the team. Moreover, she made no effort to help the team understand her educational approach. When she spoke to the team on the subject, it was only with regard to which of the staff would be able to watch the child.

The manager's poor leadership skills were also evident from the way the new computer teacher quit the kindergarten after the manager failed to reach an agreement with her with respect to granting her access to information on the pupils.

I empowered her for these activities. I added that regarding the Lag Ba'Omer, Pentecost and summer festivities: she should initiate learning of subjects connected with the festivals and summer season, include the team in planning, consult with them, conduct festivities together with the substitute kindergarten teacher, and initiate creativity days and creative and original activities for the kindergarten children suited to the diverse needs of the kindergarten pupils. Additionally I reflected that the assistants spoke with the inspector, local authority representative and myself during clarification discussions regarding what was happening with them – there is a slight improvement.

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A face to face Meeting with the kindergarten manager:	
Planned Subject and Objective of Meeting:	
One-to-one meeting with kindergarten manager. Developing awareness of problems faced by special education class/kindergarten managers.	
Description:	
The Kindergarten manager has no more patience for the assistant 'A'. The manager reports that at the time, the previous kindergarten manager had requested that the 'A' leave the kindergarten. On the surface it appears that she is trying, but on Friday while lightning sparklers with the children – not everyone received a sparkler immediately, and 'A' shouted why a certain child wasn't given a sparkler and did not answer questions that the kindergarten manager asked her.	**Ability to lead a team**
I reflect to the kindergarten manager that if there are difficulties with the assistants, she must report them to the local authority that employs them. I ask her to initiate a discussion with the local authority representative and inspector and to present her side in the matter, since only the assistants and other team members initiate discussions, in which they claim that the manager is unsatisfactory.	
A continuation of the last week conversation: We decided that the speech therapist will work with each child for 25 minutes, will prepare a report for 5 minutes, and will then perform an observation during the time that was once devoted to writing reports. The kindergarten manager requested of the speech therapist not to correct	

the assistants during the course of their work and not to make comments. The manager stated that she often sees the speech therapist telling the assistants what to do. The manager requested that the speech therapist write down her comments and transfer them to her, so that she could formulate clear communication channels within the team. (Previously there was direct contact between the assistants and paramedical staff, and this created a conflict between the orders given by the manager and those given by the paramedical staff). According to the kindergarten manager, the paramedical team has already written at least 20 recommendations which she has passed on to the team of assistants.	
The kindergarten manager reports that she isolated one of the children for two days, without consulting with the team and parents, since, although he's calmed down recently, he is not in a good state. The kindergarten manager requested intensive help with this child because of his strange and violent behaviour. She asked the assistants which of them was willing to be with him – the assistants are looking after him according to a rota. The assistant 'A', despite having to look after him, did not do so. The child began to take a new medication and has fewer fears, but he doesn't hold himself.	**Kindergarten/class teacher as having a defined and structures worldview regarding the education and rehabilitation of her SEN pupils and ability to lead the team**
The kindergarten manager says that a new computer teacher insisted on reading the children's personal files. The manager suggested that she tell the teacher about the children. The teacher resigned from the kindergarten after the kindergarten manager refused to let her read the files. The computer teacher is also a social worker; she considers herself to be a therapist and has been hurt by the manager's attitude.	**Ability to lead a team**

My reflection: I suggested that the kindergarten manager arrange a meeting with the authorities – the local authority and inspector – in order to balance the impression formed of her as a result of the letters written about her by the assistants. I explain to the manager that her silence is not beneficial, but that it reinforces the bad impression. I added that her lack of response to the assistants, when they maligned her in front of both the inspector and local authority during the joint meeting does not reinforce her position and rightness; the correct response would have been to open a dialogue and ask them questions that would lead them to a better stance.

She agreed with the recommendation.

I gave her feedback regarding team empowerment in connection with the contribution made by the instruction, so that they would be motivated to attend the instruction meetings.

Reflection:

We focused on the kindergarten manager's difficulties and frustrations concerning her many problems associated with her perception of her role as the leader/manager of an interdisciplinary professional staff, her responsibility for her pupils' care, and her development of a clear, well-through out view approach to their education and rehabilitation.

Again I see that she finds it very hard managing the kindergarten, and that the team is probably justified to some degree for its attitude. Still, I tried to give her my support, and empower her leadership, not only regarding what is happening with the kindergarten, but in terms of

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what the staff think of her. Regarding how she functions with the staff (especially the computer instructor who quit the kindergarten), and her style if communication, I realized that she was not using the tools I had given her in the spirit in which I had given them. In other words, the 'how' was preventing her from improving her working relations with the staff.	
Planned Subject and Objective of Meeting: One-to-one meeting with the kindergarten manager **Description:** The kindergarten manager arrived at the meeting with me and told me that the inspector informed her that she would not be continuing to manager the kindergarten next year and that she was therefore not interested in continuing the process with me. She got up, slammed the door and departed in anger. **Reflection:** Although I was aware that the Inspector intended to hand the manager her notice, I nevertheless hoped a miracle would help us pull through. Also, I was taken aback by the kindergarten manager's conduct in my room, although this was probably the only place she was comfortable enough to fully express her anger, which she could not do in the kindergarten. Her behavior made me feel helpless that process we had worked on had failed, and sorrow for the pain she was experiencing. Perhaps my feelings of helplessness made it difficult for me to calm her and begin to explore her options for next year; to try and cheer her up, and help her to feel that this was for the best, etc. In the end, we did not part as I had	

hoped.	
Planned Subject and Objective of Meeting:	
Meeting with the parents – summary of the events of the year.	
Present:	
Inspector, local authority representative, instructor, parents and myself	
Description:	
Inspector: *"The kindergarten manager told the families that she is leaving the kindergarten. This heralds the winds of change. We have already been working with the kindergarten for two years - from the day the kindergarten manager entered the job. We saw strong points, and after the first year, which couldn't be judged, we thought there was reason to give a second chance. The change we wished to accomplish within a year did not happen. I believe that the intervention did have results, since it was thorough and system-wide. Results of interventions are often seen in the longer term. The difficulty that emerged was connected with interpersonal and professional communications. This situation also had repercussions on the work with the pupils".*	
Response of Parents: *" It is very important that in my personal opinion, the kindergarten manager is an extremely professional figure. Personally, I feel sad. There is no doubt that there is room for improvement in interpersonal relations, team leading and implementing leadership skills. I would like to tell her these things when she finishes her job. She is super super-professional. If she knew how to improve her teamwork skills and leadership skills she could be a great success.*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**

She has a "Pygmalion effect" with the team. The team is not willing to work with her and therefore the decision made by the system is the correct in this case. I think that it is a shame to give up on such a professional person. It's a loss for the Ministry of Education. The problem is that she was very strict in matters in which she should have been more flexible.	**Ability to lead a team**
As a result of the professional treatment in the kindergarten, we have structured for mainstreaming next year, which is a success for the kindergarten. The interpersonal relationship issue can also be felt very clearly through the children.	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
Inspector: *"I really appreciates what the parents' words, which I considers to be a huge strength. She considers the precise analysis regarding the decision to be important".*	
Parents: *"There was no doubt that she had to go. It was impossible to rectify the harm already done to her interpersonal relationships with the others. She is talented and she has the ability to succeed. She is like every other manager – she must learn and develop. The system took the right step with regard to both the kindergarten and the kindergarten manger. If she overcomes her weakness – that she has to have control over everything and be involved in everything – it will be a big success for the kindergarten where she works. Whoever is brought in her place will have to be a person who can stand up to the team and lead them. The team must be shown the goals and led to them. Last week I was in the kindergarten and I saw the manager's good side – she didn't give in to a my son, even though everyone else gave in to him, and that's her strong point. Her*	**Ability to lead the team**

professionalism told her not to give in to him, and this advanced him. She is inflexible regarding the children and goals, but she is too strict with the team.	
The model should be like the mainstreaming kindergarten where our daughter learns – there the manager sets limits: there is a pattern to the day, there are timetables and goals are achieved, but she has good interpersonal relationships. There is teamwork – each kindergarten teacher substitutes for the other. The kindergarten manager knows how to fit them all in a framework – both team and pupils. The present kindergarten manager has failed in the aspect of interpersonal relationships."	**Ability to lead the team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
Local authority representative: *"The kindergarten teachers in the mainstreaming kindergarten about whom you spoke belong to a totally different age group in relation to our kindergarten manager. I hope that she attains this matures as she gets older."*	
Parents: *"She will learn lessons with her discipline and maturity".*	
Local authority representative: *"We also thought about the permanent team in the kindergarten – the assistants and other interdisciplinary team. A change must also be made in their case. In order to be able to recover, we have to consider the entire system – since 'camps' have been formed within the kindergarten team, which will sabotage introduction of any new kindergarten manager."*	
Parents: *"It's not only the kindergarten manager who's a problem in the kindergarten – it's the team as well."*	
Local authority inspector:" As a result of the massive	

intervention in the kindergarten, we learned a lot about every team member and understood that there have to be changes in both the team of assistants and in the paramedical team. "	**Ability to lead a team**
Other parents- *(a family who had 'encounters' with the kindergarten manager during the course of the year). "It is impossible to change the manager's personality. She thinks that she is doing professional work. We go along with her and explain things, but she isn't mature enough to understand them. She tries to do over and above for the children based on what she considers to be the right. "*	
Inspector: *"The education system is a public system and we have limited choice. If we could choose the ideal person for the kindergarten perhaps we would find her, but we don't have this privilege in the Ministry of Education. This change that is taken place in the kindergarten is extremely uncomfortable for the Ministry of Education. In this case we made a decision, despite the fact that the issue involves immense difficulty. A 'special suit' has to be sewn next year for the kindergarten manager and the kindergarten itself. "*	
End of year meeting with the team and with instructors from the Kfar Saba Local Support Centre team. **The following points are raised:** **Emotional treatment team** – music therapy and art therapy – is assessed as being unskilled for work with this type of difficult population. (The information was received from the psychiatrist who observed this team during teamwork case-analysis meetings, as well as from instructors from the local support centre who supervised	

these therapists).

The kindergarten team is invited to a party at the kindergarten to celebrate the birth of one of assistant's granddaughters. The kindergarten manager is not invited. The previous kindergarten manager (who left the kindergarten two years ago due to serious communication problems with the parents) attends the party instead of the present kindergarten teacher.

In view of these data and all the other data that emerged during the course of intervention in the kindergarten, it is decided to disband the entire kindergarten team and to form up a totally new team in preparation for next year.

Reflection:

The parents objectively described and analyzed the unfortunate situation at the kindergarten much better than expected. What they said reflects the highly professional leadership of the manager and that fact that she had a clear, well-defined philosophy regarding the education and rehabilitation of her pupils. They indicated that this was the source of her considerable understanding of the children's needs. She had very successfully assisting their children's progress where others had failed, thanks to her professional approach. Having said this, they also described her great difficulty with regard to personal growth, which was responsible for her difficulties in directing and leading staff.

The parents were also aware of the role that the staff had played in the dynamics of the kindergarten's problems.

The discussion with the parents was very direct and sincere. What they said largely correlated with what had been happening during the past year, and perhaps even

the preceding one. The parents showed how involved they are in the kindergarten. They were able to precisely pinpoint the manager's strengths as well as areas that called for support and her own personal development. They were familiar with the relationships between the manager and the staff, and the reasons for each for their behaviour. They were very realistic and did not get emotional. What they said gave the right proportion and framework to the dramatic "goings on" over the past year: to make sense of the devastating dynamics between the paramedical staff (not quoted in this journal because of their lesser opposition to the kindergarten manager, though they were in league with, and backed, the other staff); the teaching assistants; the substitute teacher, and the volunteer, and the manager, who tried in particular to develop a positive, open mode of communication, and to improve her relations with the kindergarten staff.

8.9 Summary of case study no. 1

The need for intervention in a kindergarten for children suffering from autism originated from the goals of the study as well as the crisis situation the kindergarten found itself at the time. The description of the causes of the crisis showed difficulties in communication between the professional staff and the kindergarten manager.

A primary analysis of the causes of the crisis in the kindergarten deals with subjects that relate directly to the conceptual criteria of this study: one's self-perception as a leader/manager while fulfilling one's role.

Planning the intervention process was extensive and multi-dimensional. The first dimension included personal conversations with the kindergarten manager. Its purpose was to raise her consciousness level of the needs as a leader/manager demanded. The needs included personal development, advancing a sense of personal capability through reflective processes and acquiring management and professional leadership skills. All these would aid her in dealing better with her role perception.

The second dimension was developing the assistants' training in an advanced training program outside the institution, and developing a form of "team work" in the kindergarten with the guidance of the psychiatrists, the psychologist and the guide.

An analysis of the contents of the intervention shows that the verbal expression and the activity/behavior description documented in it revolve around the criteria of professional leadership – the ability to lead a team.

The intervention procedure emphasized the constant disparity between values, beliefs and opinions of the kindergarten manager regarding her role and those of her staff as reflected in table 2. The conspicuousness of this gap was very high throughout the whole case study. This disparity brings up the discussion regarding the criteria for the ability to lead a team, and expresses an extremely low ability of the kindergarten manager to lead the staff. In an implicit way, this situation is linked to the defining criteria: dealing with conflicts while performing a role – the disparity between the role's demands and the skills to perform it, and the disparity between the definitions and expectations regarding the role perception on the part of the role definers. (See table 1).

As can be seen in table 1, there was no expression of change in role definition according to SEN teacher's perception. The reason for that is the fact that the kindergarten

manager had started working in the kindergarten after the implementation of the law begun.

The level of how conspicuous the ability of the kindergarten manager was to lead a team did not change during the intervention, but rather the contrary occurred: the analysis of the conversation with the kindergarten manager, the staff and the parents and also the analysis of the events that followed the intervention all point to a lack of development in this specific area.

The discussion regarding the reasons for the lack of development in the kindergarten manager's ability to lead the staff, (in spite of her cooperation in almost all of the intervention procedure), leads to the theory of leadership qualities that claims that it is not possible to develop leadership qualities solely through a training process (Green, 1991 in Popper & Ronen, 2000), but that inborn traits are necessary as well. In the same context, we should address Stogdill's (1984) approach; a theoretician who claims that leadership is not linked directly to a fixed set of traits, but rather to various characteristics of a leader's personality. A thorough study of these two approaches raises the question: did the manager have the basic skills needed for leadership behaviour.

An analysis of the conversation and behavior of the kindergarten manager by the Sergiovanni (1984; 1991) model points to the fact that apart from the technical power, the manager lacks the leadership powers in the personal, pedagogical, symbolical and cultural spheres. Indeed, during the course of the intervention and the analysis of the conversations and events during the intervention, reflected that the manager was a person with a low personal capability to lead a team. This was indicated by inadequate communication with the staff, a low ability to analyze situations and a relationship environment, which needed professional leadership behavior based on collaboration with the staff and its development.

In analysing this set of dimensions it is possible to answer the research question. Even though the kindergarten's manager had a well defined and structured worldview regarding the education and rehabilitation of her students, she did not know how to deliver the great amount of professional knowledge she possessed to the staff, as well as the beliefs and values on which she based her professional work with the students.

The kindergarten manager didn't know how to form a team and share with it the information regarding the processes of problem solving, decision-making and the use of

professional information. Therefore a situation was created where the staff was disconnected within itself and from the manager. The lack of information the staff had caused an even greater distance and lack of cooperation. Hence the climate in the kindergarten was a very difficult one, according to the assistants' description.

The answer to the second question the study poses concludes that there was no manifestation of a significant evolving process with a conceptual change for the kindergarten manager in terms of personal development and the acquisition of management and leadership skills. There were cases when the kindergarten manager only made a contextual change in her behavior towards the staff, in very limited issues and in situations that were already tainted with too much pain from past experiences. This change in behavior was too late in term of timing. These elements seem to be the main reasons that the staff did not acknowledge her attempts for change and persistently denied them.

The question why didn't this type of research contribute to a positive development in the kindergarten manager as a professional leader/manager of an inter-disciplinary staff, leads to a number of directions of thought:

8.9.1   The multi-dimensional model of interference:

It is possible that the multi dimensional model has attempted to give a holistic answer to the needs that were raised. The model was too broad and did not focus on one element. This broad intervention prevented the possibility for making the training process of the kindergarten manager more focused on team leader/manager role perception, out of personal and professional growth. The information that accumulated provided a broad image of what was happening, but it did not enable the manager to prepare and improve her abilities in advance in preparation for her maximal professional and personal development.

8.9.2   The course of the intervention:

Despite the early planning of the over-all framework regarding the course of the intervention, different situations caused the intervening staff to make decisions regarding the intervention. Therefore more intervening observations were added, more sessions were constructed between the intervening staff and the kindergarten staff and occasionally the parents. These sessions were not planned in the original

layout, but they did contribute to the gathering of relevant information in regard to the gap that was expressed in the conversations and behavior between beliefs, opinions and the staff and the behavior of the staff and the manager. Nonetheless, it is possible that there were opportunities to enhance and emphasize that gap.

8.9.3   The structure of the training process:

It is possible to find fault in the individualistic framework of the training process in the personal sessions the kindergarten manager had with me. This framework prevented her from enjoying the advantage of a small-group training process. Thus, the opportunity for a group dialogue was denied, as well as the mutual learning process that enables the construction of professional help in a pragmatic, and a social-reflective context. The denial of these interactive opportunities for mutual learning, for mutual fortification and mutual professional development caused me, as a personal instructor, to be very active and dominant in my conversations with the kindergarten manager. The form of personal conversations prevented the kindergarten manager from acquiring inter-personal interaction experiences and the experience of thinking together, as a team of peers, which would follow the rules of team work and team development. This would extract the tension between active experience and reflective observation that the group interaction enables. These areas were her Achilles' heel: she lacked them in her personal and professional development, as was the case before the intervention began (Keiny, 2003).

These findings contribute to a rethinking of the framework in which a training program should be conducted, as it was suggested in this study:

- A clear and well defined framework, made in advance, without changes in the duration of the process

- A group framework for the training

Table 3: Data distribution of case study no. 1

The criteria		Sum
Self - perception as leader/ manager in role performance		**87**
	Feeling of management and organisation	1
	Feeling of responsibility	
	Feeling of responsibility regarding contact and communication	6
	Feeling of responsibility regarding ISP	0
	Feeling of professional leadership	
	Ability to identify a need for change and lead a change	0
	Ability to lead a team	64
	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils	16
Expression of change in role definition according to SEN teacher's perception	No change has occurred	**0** 0
	Change has occurred	0
Coping with conflicts encountered during role performance	Complexity of role	**5** 0
	Disparity between role requirements and performance skills	4
	Disparity between role requirements and restriction of authority needed to implement role	0
	Disparity in role perception and expectations between role holders and role definers	1

Table 4: The conspicuousness of the gap between kindergarten manager and the team

The conversation/behavior of the team	The conversation/behavior of the kindergarten manager	The conspicuousness of the gap
The assistants talk about the manager's humiliating attitude toward them...	...goes from one team member to another and lists their failure and mistakes	Very high
Report on a team meeting conducted by the psychiatrist: There was no team atmosphere. There was a feeling of tension it seemed as if the team had no desire to do anything....	...reports that everything is becoming more relax	Very high
The psychologist reports that the substitute kindergarten teacher does not receive information from the manager and feels isolated. There is no collaborative planning between the two managers	...talks about a good relationship with the substitute kindergarten teacher	Very high
The girl doing national service chose a pair of spectacles and said that she would like the kindergarten manager to change her lenses to real lenses through which she could see the sad reality in the kindergarten.	The manager argued with one of the assistants over the largest candle of a red florescent colour. The manager "won" the struggle and said that she wanted it because she likes to control and be the highest and most prominent.	Very high

The assistants refused to attend similar meetings because it opens something very deep and painful and the kindergarten manager takes revenge later because the things they said.	She said that she was surprised by what the girl doing national service said and that it made her aware of things that she had not understood or known concerning how the girl felt.	Very high
"In general I feel that the kindergarten manager is our commander. You're under pressure all the time because there are eyes that pierce you in the back...I don't feel that the kindergarten manager is a part of the team"...	The kindergarten manager feels that only she is trying to be considerate of others to improve the situation and that the others are not making any effort whatsoever.	Very high
The substitute kindergarten teacher says: "the lack of - if we are not in co-ordination it confuses the pupils. There is no mutual thinking, even when we meet. Today I do what seems to me to be the best thing at the time."	The kindergarten manager says to the substitute kindergarten teacher: "During our two meetings, you said that there were the beginnings of a feeling that something good was happening. Why didn't you raise the issues on this level during our personal meetings?"	Very high
The speech therapist talks about the fact that she feels cut off from what is going on in the kindergarten. She was angry about the many team meetings and asked if so many meetings - once in	The kindergarten manager was happy to accept the speech therapist's idea that some of her treatments should be carried out in the kindergarten space.	Very high

three weeks-were imperative.		
They did not indicate anything to the manager.	The kindergarten manager asked the assistants to explain in what instances they perceive the manager to be abusing the children, as was claimed by the team in the letter they wrote to the local authority.	Very high
The national service girl said that there is no chance of improving the relationship between her and the manager. The girl said that it was difficult for her to talk about problems, whether in general or in connection with her private life.	The kindergarten manager said that she did not see the point of leaving things as they were. The kindergarten manager empowered her and reflected that she gets things done during the course of her routine work.	
The parent said: ..." there is no doubt that there is room for improvement in interpersonal relations, team leading and implementing leadership skills. The team is not willing to work with her"...	The parent said:"...the kindergarten manager is an extremely professional figure...if she knew how to improve her teamwork skills and leadership skills; she could be a great success. She has a "Pygmalion effect" with the team..."	Very high

Chapter 9

Case study No 2

9 Intervention in Special Education Centre for Children Suffering from Severe Retardation to Nursing-Care Level

Description of the general background for intervention in this case will include the organisational structure of the centre, the changes the centre has undergone consequent to the implementation of the Special Education Law (1988) and its educational and rehabilitation worldview. The introduction will also contain a discussion of the circumstances leading to the intervention process that I conducted in the centre in collaboration with the local authority Welfare Services Director.

The centre was established by the Ministry of Labour and Social Affairs many years before the legislation of the Special Education law (1988). A social worker ran the centre, aided by nursemaids from social services who were trained to work with children suffering from severe retardation to nursing-care level. Speech therapists and occupational therapists and a special education teacher joined the staff at a later stage, all employed by the Ministry of Education. The centre was open from 8:00 a.m. to 5:00 p.m.

The situation changed with the legislation of the Special Education law in 1988 (implemented in 1994), which stipulated special education requirements for children aged 4-21. The centre was consequently divided into 3 classes, each managed by a special education teacher from the Ministry of Education. Additionally, in keeping with the law, 87 paramedical hours were allocated to the centre, including occupational and speech therapy, physiotherapy, emotional therapy and enrichment of the special curriculum. A nurse and doctor joined the team at a later stage. A resource basket enabled the centre to open on all holidays, with the exception of the Day of Atonement, two weeks during the month of August, and Passover Eve.

Personnel at the centre are employed by the Ministry of Education, Welfare Department, Psychology Services, and Local Authority Education Department. The

Ministry of Education provides three kindergarten managers, the paramedical team, an instructor who visits once in two weeks, and a nurse and doctor who make weekly visits. A special Ministry of Education co-ordinator manages a 'holiday basket'. The Local Authority Welfare Department provides cooks, 3 nursemaids, a centre manager who works during the day, and an afternoon manager. The Local Authority Education Department provides 3 pedagogic assistants. Three girls help at the centre in the framework of their National Service.

The school day, including all holidays, is divided into two parts:

a. Hours allocated by the Ministry of Education: 8:00 a.m. to 2:30 p.m.

b. Hours allocated by the Ministry of Labour and Social Affairs: 2:30 p.m. to 5:00 p.m.

The **educational approach** followed by the centre is based on Ministry of Education policy. The Ministry of Education conducts intensive training in the centre to ensure that remedial educational principles are implemented as required. An attempt has been made to move from a clinical approach, as was customary is in the centre, to a remedial education approach. Although there is a trend that perceives importance in increasing and focussing on practice of skills in specific areas of development to treat impairments and irregular processes hindering natural developmental and learning processes, the remedial education approach emphasises the importance and necessity of adopting an educational approach, while taking account of each child's individual needs, personality, areas of interest, cultural background and age group.

The **learning curriculum** employed at the centre is in keeping with that stipulated in the Special Education law; in essence, individualised curricula based on the children's personal needs and their strong and weak areas. The learning curricula at the kindergarten must be formulated, implemented and assessed in collaboration with the parents by means of interdisciplinary teamwork, led and managed by the kindergarten teacher. In addition to these individualised curricula, the kindergarten teacher and team also build a general learning curriculum for the entire kindergarten, adapted to the pupils' needs. The perpetual aim is that these curricula will be based on individualised curricula intended for all kindergarten children, adapted to the special needs of special education kindergarten pupils.

The centre's pedagogic environment may be broken down into a physical component (structure and equipment) and human component (children and adults):

Physical component: includes kitchen for preparation of food adapted to the special needs of the children (the dietary programme is a part of the remedial education programme) and annex rooms for paramedical treatments and enrichment programmes. The physical structure of the centre is adapted to the needs of children with physical handicaps. In addition to the pedagogic equipment found in all normal kindergartens, the centre also has special treatment equipment and devices suited to the various areas of development and disabilities. An adult supervises organisation of, and exposure to stimuli.

9.1 Design of Pedagogic Environment:

a.   The pedagogic environment is designed to create opportunities for diverse interaction among the children themselves, between children and adults, and between the children and their physical environment. This environment includes toys, devices and other means used to stimulate curiosity and exploration, as well as learning, symbolic and socio-drama games.

b.   The design of the pedagogic environment has an impact on a number of significant aspects of the kindergarten atmosphere: it creates a normative feeling among both children and adults alike and stimulates aesthetic imagination similar to normal kindergartens.

The design of the pedagogic atmosphere also includes a longer learning day and academic year, filled with a range of learning and experiential activities. Adults working in the kindergarten play a very important part in the pedagogic atmosphere to which the children are exposed during the course of the learning day. Adults must have high-level mediating skills, be emotionally accessible, and be able to respond to the needs, initiatives and areas of interest shown by the children.

9.2 Mainstreaming programme

The centre is aware of the importance of mainstreaming pupils in normative society, based on their individual abilities. This understanding, and the approach to dealing with

it, are based on the fundamental principle of the immense importance of providing as many and varied opportunities as possible for interpersonal interaction and shared social experiences with children of normal ability. In mainstreaming situations adults mediate interaction as required and allow the children to acquire abilities and skills for mutual activities. Such situations can greatly contribute towards the two populations.

The need for intervention was due to a combination of circumstances brought about by the implementation of the Special Education Law - 1988.

The organisational change necessitated redefinition of the role of the centre manager, afternoon manager (who works in the morning as a municipal employee), nursemaids (who became teachers' assistants) and paramedical team. A need arose to structure a model for co-operation between the three special-education teachers working at the centre so that they could in share and manage the centre's resources in their classes. Lack of preparation in readiness for the process led to many conflicts; between the manager and special education teachers, in the interaction among the special education teachers themselves, and between the special education teachers and the interdisciplinary team working in the teachers' classes. The number of conflicts grew daily, causing a rise in tension and leading to frustration. Demands for more manpower were constant and the problems of the centre resounded beyond the walls of the centre itself.

The **decision concerning intervention** came about during the course of a discussion I held with supervisor and the Director of the Welfare Department on matters at the kindergarten. During this meeting it became apparent that the Welfare Department director was aware of and troubled by the situation. During the course of the conversation we came to the conclusion that it was essential that we implement collaborative intervention, the aim being to solve the many conflicts by means of providing professional tools that would enable the persons working in the kindergarten to cope in a better manner. The director of the Welfare Department contacted the manager of the centre, who responded positively. The next meeting was held at the centre.

Discussions were held with the special education teachers (only one teacher truly co-operated), paramedical team and manager of the centre. Based on the problems raised

by the above-mentioned, it was concluded that the situation is due to a lack of well-defined management policies in all issues relating to the centre. Other problems included definition of the various roles and the implementation of the role of special education teacher as leader of the interdisciplinary team.

We let the team know that we are aware of the many difficulties they are coping with and that we felt empathetic towards them. During the discussion we arrived at a decision to establish a managerial team comprised of the three kindergarten teachers and the afternoon-hours manager. The kindergarten managers were invited to a meeting and agreed to meet once a fortnight, on Monday afternoons. We defined the aims of the meetings: To speak about difficulties encountered in the day-to-day life of the kindergarten managers and to attempt to solve them. We decided on the following intervention structure. It was decided that the Director of the Local Authority Welfare Department and the Manager of the Local Support Centre would assist in constructing a management team.

9.3   Description of Intervention Process

The intervention process included 12 management team meetings attended by the Welfare Department Director and myself and a team meeting to summarise the year's events, attended by the centre manager, afternoon-hours manager, three kindergarten managers, the centre's paramedical team, professional teachers, and instructor. I also held a meeting with the centre's manager, three kindergarten teachers and the movement therapist to discuss the problems arising from the introduction of movement therapy into the curriculum. At the conclusion of the intervention process I interviewed three kindergarten managers to evaluate its impact on their managerial, professional and leadership development. I also checked how such development influenced the teachers' functioning as managers and leaders of their kindergartens and examined the impact of the intervention on teamwork effectiveness at the centre.

Both the Welfare Department Director and I, as Manager of the Local Support Centre, were well acquainted with the centre, its lifestyle and methods of work – both of us having visited and observed the centre on many occasions in the context of our roles. There was therefore no need to implement any further observations to learn about the centre prior to embarking on the intervention process. I documented the dialogue at

each meeting. At the conclusion of each meeting I distributed a report to all participants, including documentation of conclusions and resolutions arrived at during the course of discussion.

The intervention plan was based on an understanding reached by both the Welfare Department Director and myself that there was a need to generate in-depth reflective dialogue among the attendees.

The Welfare Department Director and I planned and structured the process, supported by professional literature based on research. This approach assumes that establishing a long-term in-house training procedure, based on in-depth and continuous dialogue, is effective in changing role perception. Collaborative processes among collegial team members contribute towards both individual and organisational development. Such collegial teams, when working towards an agreed and defined goal, and when accompanied by professional support, serve as a central core that possesses the ability to steer change, develop and promote improved working methods and professionalism, and to postpone burnout. The provision of appropriate tools will help the team and its individual members cope with vague situations and lack of confidence, mould professional identity, and become empowered on both personal and professional levels when implementing roles. Such development will in turn improve the institutional climate. (Heyman, 2003; Sharan & Shahar (1990; 1998); Eraut, 1994).

9.4 Description of Intervention and Criteria Derived from Intervention

Description of Intervention-Process Plan, Presentation of Dialogue, Analysis and Reflection	Criteria Derived from Intervention
Plan for 1st meeting: Management team members introduce themselves and present their personal goals. Discussion of shared team goals. **Description:** Despite the above-described plan, the team members already began raising work-connected problems and dilemmas during the course of this first meeting. The subject revolved around the **introduction of a new function of nurse at the centre (in the framework of the allocation of resources according to Special Education Law – 1988).** According to the **centre manager,** *"The nurse's function is to facilitate communications with doctors treating pupils at clinics. The nurse claims that her job is one of mediation only, for instance: to refer a child to a gastro-enterology clinic. The nurse visits for 2 hours twice a week and often she has nothing to do. The team feels that she asks for too many, and often irrelevant details. She carries out Ministry of Health directives and is prohibited from implementing most of the functions that are really essential, such as administering medical treatment to children who need nursing. She is not allowed to do it. She finds it difficult to get close to the children because of their new restrictions. She doesn't even take the children's temperature. The feeling is that she is completely*	**Change has occurred** **Disparity in role perception definitions and expectations between role holders and role definers**

superfluous. Before she arrived we handled communications with doctors via the parents and there was no problem, except in the case of parents from low socio-economic backgrounds. "	
Conclusions that we arrived at during the discussion: There is a need to define the nurse's role and procedures relating to all of the nurse's functions. **Reflection:** It is very important to discuss the subject of the introduction into the centre of the new function of nurse, a process parallel to that of the introduction of 3 kindergarten teachers into the centre two years ago, consequent to the implementation of the Special Education law. During the course of discussion we arrived at the conclusion that there is a need to define the kindergarten teachers' new role, as well as that of all other function-holders that have not yet been defined. There was overt discussion during this meeting on the subject of the nurse and covert allusions to the urgent need to define the roles of the kindergarten managers, centre manger and all other welfare employees whose roles have changed as a result of the Special Education Law. At the conclusion of the meeting there was a feeling on the one hand of a team willing to deal with difficulties encountered, while on the other hand, it is clear that the manager of the centre is dominant and that the team members give in to her.	
Plan for following two meetings: During these two meetings the management team will be asked to talk about the difficulties encountered in their day	

to day lives that impede their work as an interdisciplinary team. The discussion will focus on the subject of festivities/celebrations and birthdays at the centre.

Description:

According to the **centre's manager**, *"During our team meetings to date we have yet not succeeded in discussing the subject of celebrations. Everything is done at the last minute and the team members are often angry with each other since everything falls on a few people who have to bear the burden. Organisation is bad. Some people who have talent are not contributing"*

Reflection:

Following a discussion held in response to the manager's statements, the team, with our help, arrived at a number of conclusions relating to the need for a comprehensive policy on celebrations, to be prepared in August, in preparation for the following year. A decision must be made concerning which festivities should be celebrated by the kindergarten as a whole and which separately by each of the three kindergarten teachers for her own kindergarten. It was also emphasised that team meetings must include formulation of a predetermined timetable for festivities (which has not been the case to date). It was clarified to the team that responsibilities must be delegated among the members, with clear definition of each member's functions, and that the concepts 'co-ordination', 'reciprocation', 'flexibility', 'contact' and 'communications' are milestones in their work as an effective team. It was further emphasised that, while it is important to allow for the expression of diversity among classes during celebrations, each kindergarten teacher must be permitted to express her own personal style

Feeling of management and organisation

Ability to identify a need for change

Kindergarten/class teacher as having a defined and structured world view

Disparity between the role requirements and performance skills

and subject.

Description:

An additional topic raised was that of the celebration of birthdays.

According to one of the **kindergarten teachers**: *"There is serious deliberation whether these children should host others on their birthdays and attend other children's parties. I feel that only recently have I been granted the autonomy to decide what should be done, based on my specific needs and on those of the children"*.

We arrived at a number of conclusions following the kindergarten teacher's words – in which she expressed dilemmas with which she contends in the context of role fulfillment: The subject must be discussed by the team with the aim of arriving at decisions at centre policy-making level; discussion is also required to decide what should be left to the discretion of each separate kindergarten, depending on the special needs of her pupils. It was emphasised that planning these topics requires investment of time and thought. It was decided that the team would draft procedures for each topic.

Reflection:

At the conclusion of the first and second meetings on the subject of festivities and birthdays respectively, I felt that the issues raised by the centre manager and kindergarten teachers were not relevant to the subject of management and leadership. However, when I studied the meeting protocols it was immediately clear to me that the contents of these meetings are indeed related to management subjects. I also felt that there was added value in the very

fact that the kindergarten teachers experienced these processes in the framework of centre's management team, since they will then be able to transfer them to the interdisciplinary teams operating in the kindergartens under their management and leadership.	
Plan for meeting: In-depth discussion of day-to-day dilemmas encountered by the team members in order to acquire a work method and personal and professional empowerment. **Description:** The subject raised in the next two meetings came about after one of the assistants stopped working in the class requiring nursing care. This meant that the girl on National Service had to fill her place, although she did not want to so. *"There's something bothering me, something with my National Service girl. We're in a difficult position in the nursing-care kindergarten, the Arab assistant for the Arab pupil stopped working and the manager of the centre and I decided to redistribute personnel"*. **Centre Manager:** *"A situation has been generated in which there is a serious lack of personnel and we decided to transfer the National Service girl to the nursing-care class"* The team discussed the importance of flexibility in the utilisation of personnel resources. The following discussion was held on the following week: The centre team arrived at decisions by itself during the course of the week. **One of the kindergarten teachers** presented the team's	**Feeling of management and organisation** **The ability to identify need for change** **Ability to lead a team**

conclusions: *"The days of the week have been divided among all our National Service girls, so that they will all be working in the nursing-care kindergarten. This was done after the management team arrived at the understanding that the population is very difficult for the National Service girl and that she is also very attached to the severe-retardation kindergarten".*	**Ability to lead a team** **Ability to identify a need for change and to lead the change**
However, the nursing-care kindergarten teacher spoke about how she felt, stating:	
"I am very frustrated by the fact that I have to teach all the National Service girls how to stand the children up, lay them down and feed them. Each child requires separate instruction. I've got mixed feelings about the decision. On the one hand, I understand the situation, while on the other hand I'm extremely frustrated".	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils.**
Welfare Department representative's reflection to kindergarten teacher: "There is a constraint in this case – the establishment should have made sure that every class has enough personnel. So the local council is holding meetings to discuss personnel and the huge costs it entails. You receive your personnel as a gift from the local council. The Ministry of Education thinks that kindergarten teachers only need assistant kindergarten teachers and helpers."	
Nursing-care Kindergarten teacher: *"It was mentioned yesterday during the individualised curricula meeting that when work is not done in a proper manner in that class it harms the children. So it's important that the members of*	**Ability to lead a team**

the team are absolutely proficient. That also means that it's important for the physiotherapist to instruct all the National Service girls!"	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils**
Nursing-care Kindergarten teacher *"It's difficult from the practical perspective. I feel that the National Service girls are extremely serious. However, they must still learn how to hold the children, how to put them down, what games are suitable for them. So the substitute kindergarten teacher and skilled assistants work throughout the holidays, every single day, since professional knowledge is very important".*	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils** **Disparity between role requirements and restriction of authority need to implement role.**
The Welfare Department representative reflected, presenting the immense budget invested by the local council over and above the education budget. She updated the team on the considerations behind the decision making regarding allocation of personnel by the council and the huge cost borne by the council in respect of centre. Therefore, it is important for the allocation of personnel to be made at the beginning of the year. A new request must be put in for National Service girls each year. **Kindergarten teacher:** *"I suggest that next year we take*	

the team are absolutely proficient. That also means that it's important for the physiotherapist to instruct all the National Service girls!"	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils**
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all the girls in during the first month of work and expose them to all three frameworks and then have a team meeting to discuss how to place them".	**Feeling of management and organisation**
The nursing-care kindergarten teacher described a model used in another city for placing National Service girls, suggesting the model may be applied here as well as a possible solution.	**Ability to lead a team:**
Reflection:	
The nursing-care kindergarten teacher expresses feelings of responsibility and professional leadership when she emphasises the need for extremely high-level professionalism in the treatment of her pupils and the need for the team working in the kindergarten under her management to receive professional instruction concerning each individual child.	**Ability to identify a need for change and lead a change**
At the end of this meeting I could sense how the team had advanced as a result of the five meetings to date. Firstly, the kindergarten teachers talked about their problems during these meetings, whilst previously the manager of the centre, who was extremely dominant, did most of the talking. Secondly, it was clear that during the two weeks following the previous meeting, the team had worked independently, employing collaborative thinking to find a suitable solution regarding the subject of the National Service girl.	
The teachers also presented models through which they defined other possible solutions to the problem. It could be seen that their behaviour during the meeting indicates a feeling of responsibility and an attempt to lead towards a solution to the conflict through the adoption of models in	

similar frameworks.	
Plan: To focus on the subject of the 'holiday basket'. During this meeting I planned a presentation of procedures regarding this new subject, which would come into effect as of the coming Passover festival, in accordance with current legislation. I focused on the division of functions between the manager of the centre and the holiday-basket co-ordinator, based on directives contained in the Director's Circular and directives given to local support centre managers. **Description:** Following presenting of the subject to the management team, who gave their full attention and were empathetic towards the new concept, a meeting was fixed with the holiday-basket co-ordinator and the instructor, to take place in two week's time. **Reflection:** The discussion with the holiday-basket co-ordinator and instructor on the subject of the Passover vacation led the management team to relate to the possible change resulting from the introduction of a holiday program. The discussion raised the subject of the difficulties faced by the kindergarten teachers in adapting to the change brought	**Change has occurred** **Feeling of management and organisation** **The ability to identify a need for change.** **Complexity of role** **Disparity between role performance and skills to implement role.**

about by power of the Special Education law, which stipulates that SEN pupils require a learning curriculum during holiday periods.	
The importance of presenting the subject of the holiday basket to the centre's management team is that it provided an opportunity of modelling for policy-making and the formulation of clear procedures and objectives – both on the centre level and for each kindergarten, according to its specific needs. Dealing with the contents comprising the subject involves a process of leading change on both the centre and kindergarten levels.	
Planning holidays in collaboration with the holiday-basket co-ordinator is a new and additional element in the kindergarten manager's role perception and she must handle this change within a very short period of time.	
Description:	
Kindergarten teacher: *"I agree that things should be changed for the children. The children need experiential time and contents. I agree that lunch time should differ from that of normal learning days."*	**Change has occurred** **Feeling of management and organisation** **Ability to identify and lead a change.**
Kindergarten teacher: *"I am afraid that changing the routine will lead to a worsening of the pupil's behaviour".*	
Kindergarten teacher: *"I'm willing to change the normal routine and let the children choose".*	**Ability to identify and lead a change**
Manager of Centre: *"Some children suffer from severe behavioural problems, so it's important to stick to routine".*	**Ability to identify and lead a change**
Kindergarten teacher: *"During the Purim festival the*	

children wandered from one kindergarten to another.	
According to the plan presented here, activities will be	
taking place inside the kindergartens, and this will	**Ability to identify and**
maintain the routine framework for the children. The plan	**lead a change**
is based on each individual teacher's credo. I do lots of	
diverse and changing activities. They always have a	
continuum in which there is a different way of thinking. In	
my opinion, the change is important for the children".	
Kindergarten teacher: *I'm afraid that everything will*	
break apart and be spoilt during the holidays".	**Ability to identify and**
	lead a change
Response: "You worked with individualised learning	
curricula in the normal framework. That's what the	
children know. If they have allowed free play - they	
destroy the kindergarten".	
Reflection:	
Based on the kindergarten teachers' responses, it is	
apparent that they find it difficult to cope with the change –	
how to change their pupils' daily routine in terms of both	
timetable and contents.	
At the end of the meeting I felt that there was a serious	
coping problem; the kindergarten teachers' helplessness led	
me to turn to the supervisor for advice and encouragement.	
Description:	
A meeting was held immediately after the holiday, on the	
first day back, to discuss the subject of the introduction of	
the new holiday programme, following the first encounter	
with the Passover holiday programme.	
	Change has occurred
Kindergarten teacher: *" I feel that I instructed the*	
kindergarten teacher who replaced me during the holiday	**Feeling of management**

in a professional and thorough manner. I found the kindergarten in a very good condition. I was informed by the assistants that the children were fine during the holiday".	and organisation **Feeling of responsibility regarding contact and communication with team on the subject of the pupils**
Kindergarten teacher: *"I decided not to change the kindergarten framework. I was very pleased with the substitute kindergarten teacher. We had good communications. I felt very relaxed, even before the holiday. The substitute teacher understood my worries. I was told that the normal routine was maintained, with a few changes, based on the children's needs."*	**Disparity between role requirements and performance skills**
Centre Manager: *"The children enjoyed it a lot. The substitute team was very good and is prepared to work during the summer holidays as well. Contact was maintained with the team and they fitted in well, despite the fact that some of them are not familiar with professional tools used for communicating with the children (sign language and pictures)".*	
Kindergarten teacher: *"I was worried because I felt that the holiday programme included too many events. On the one hand, virtually the entire assistant and care-giving team remained. I haven't yet had a chance to hear what happened. The team said that certain routine activities were not done, but that things were fine. The activities filled the day with active and efficient contents and organised the days. I feel that my kindergarten is 'exposed' – the team 'introduced order' into the kindergarten. They took down all the decorations without telling me".*	**Feeling of responsibility regarding contact and communication with team on the subject of the pupils**

Centre Manager: *"The holiday co-ordinator invested a lot of effort; she came in every day, there was a variety of programmes. The movement therapist was very successful. She got to the nursing-care children. The narrative therapist found it difficult to fit in".*

Reflection:

There is further significance to this discussion – as the afternoon manager commented, a new team working during holiday periods must receive full preparation; the kindergarten manager must prepare and train the team in a professional manner when planning the holiday. *"My impression can be separated into two parts – those working in classes for severely retarded children should come in before the holidays to learn about the children. We were often witness the helplessness of a new team coming into the class, when an attempt is made to make changes during the course of lessons, in keeping with the level of the pupils."* The afternoon manager also stressed: *"It was important for the children to experience the change and to have a feeling of a 'summer school'. The children were ready for the change that was to happen that day – a surprise - what surprise will there be today? There's a real need for music. The children can relate to music."*

After we finished evaluating the holiday process and understood that the change that had taken place was accompanied by a feeling of success and satisfaction, the **Welfare Department Director asked the kindergarten teachers "What other subjects do you want to discuss? – for instance, your relationship with the paramedical team.** *"*

Kindergarten teacher: *"We must hold the discussion together with the paramedical team".*

Welfare Department Director: "First of all we have to think about working with the team in this forum, and only after that with the paramedical team".

The kindergarten teachers did not wish to raise any other specific subjects. **The afternoon manager** then stated *"We don't have team meetings for the entire centre. At present we only have summarising team meetings – for the team by itself, and together with parents ".* She therefore suggested that at the next meeting she talk about what she knows of coping with families of SEN children, the topic of her Master's degree.

<u>Reflection:</u>

It appears that the kindergarten teachers did not propose additional subjects during this meeting due to the fact that it was held on the first day after returning from the holidays. They had not yet had to contend with issues that troubled them in the course of their work, as had been the case with previous meetings. However, the long break (two and a half weeks) could provide an opportunity for reflective thinking concerning happenings at the centre and new understandings of additional subjects that they would like to bring up for discussion. Yet, this did not happen, leaving space for the subject that the manager of the centre wished to present.

I had the feeling that the manager's occupation with the subject of families, the subject she considered to be of utmost important, would mean that it would take over the meetings.

Plan:

The plan for this meeting was to discuss ways of coping with families of pupils at the centre.

Description:

Due to my concern that the subject would be conducted in an unorganised manner, and the fact that I wished it to be relevant to the aims of the intervention, I opened the discussion by reflecting: **The sub-topics comprising this extensive topic must be sorted and a time-schedule set for the various subjects, such as open day and family day. We must decide who is to be responsible for implementing each of the events, who is to be responsible for the processes connected with the subject of contact with parents, who will be participating in discussions, and so on. The topic must be formulated in a bottom-up manner, followed by mapping of personnel who will be involved in each of the processes. The team has to internalise the issues.**

However, this was not allowed to be. **The centre manager** took the podium and spoke about parents' and families' reactions to the birth of a special child. She emphasised the significance of the centre in coping with the crisis faced by parents and their functioning in daily life – the extent to which the centre takes responsibility and substitutes for parents so they can have some free quality time. She stated that the significance of the team is in its in acceptance of children with love, effort, concern and belief in the ability to cope. She described how families are received at the centre; the centre manager accompanies the process. The parents fix a time to visit, accompanied by the manager of

the centre, who explains the physical and organisational structure of the centre and its educational perception. This meeting is generally very difficult and the parents express strong emotions.	
The centre manager conducts the intake process. It is usually the mother who comes; the time and place are arranged according to the parents' convenience. The parents bring written documentation at this stage. The psychologist and paramedical team participate in observing the child, unless it is already obvious that he/she requires nursing or is best suited to one or other of the kindergarten teachers. Only in July does the entire team – kindergarten teachers, paramedical personnel, psychologist and centre manager – meet and decide in which framework to place the child. In preparation – on preparation days the kindergarten teachers meet with their teams to discuss the children.	
Kindergarten teacher: *"There were a number of complications at the beginning of the year – after the pupil acceptance and mapping process had been accomplished more children were added and even their names were not correct. "Sometimes the children didn't fit in from the perspective of their level".*	**Feeling of management and organisation** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils**
Kindergarten teacher: *"I propose that we meet and talk about the composition of the classes. Should the classes be homogeneous or heterogeneous?"*	**Feeling of management and organisation** **Kindergarten/class teacher as having a**

	defined and structured worldview regarding the education and rehabilitation of SEN pupils
Welfare Department Director: *"There's something very apt in what is said about heterogeneous classes. It's important to show parents that there are three classes on the same level so that they won't try to fight to raise the level."*	
Kindergarten teacher: *"This year it was very obvious that the children in one of the kindergartens were of a higher level. It should be understood that the core of a class produces a specific class profile. In my opinion, the classes should be heterogeneous."*	**Ability to define a need for change and lead a change** **Feeling of management and organization** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of SEN pupils**
The Welfare Department Director stated that she wishes "to stop the discussion since it's a very important subject and all the kindergarten teachers should participate".	
<u>**Reflection:**</u>	
The discussion on the subject of the family is important for	

a number of reasons. It is indeed important to develop the subject in the framework of the centre. However, the lecture and explanations given by the manager on the subject of pupil acceptance procedures and treatment of families definitely reflects the fact that there is no collaborative teamwork between the manager and the kindergarten teachers and that, from the point of view of the manager, the status of the teachers is not that of managers/leaders. It is obvious from the manager's words that the kindergarten teachers – who are supposed to be managers and leaders of the educational framework for which they are responsible and manage individualised study curricula in collaboration with the inter-disciplinary team and parents – are not included at all in the intake process. Furthermore, the paramedical thinks that they are supposed to manage and lead meetings with the manger of the centre even before the kindergarten teachers are involved in the process. In practice they are the last function-holders to be involved in the process conducted with the parents.

I felt that the kindergarten teachers are indeed aware of and suffer from this distorted method of work, role perception and status – a product of the situation prior to the implementation of the law. However, it is clear that the teachers did not have the courage to raise the subject openly. They therefore did so in a roundabout way by stating that there were problems in determining the populations in the kindergartens – a process implemented in the summer only – and by proposing a new model for structuring the kindergartens.

Plan:

Inviting the team to a meeting aimed at evaluating the introduction of the function of movement therapist to work with the children in the kindergarten. The meeting was necessary because the manager of the centre expressed doubt concerning the effectiveness of this treatment tool for treating children suffering severe retardation and requiring nursing care. In view of her doubt, I suggested to the manager that we hold a meeting together with the kindergarten teachers to examine the subject. Attending the meeting were the centre manager, centre psychologist, movement therapist and two kindergarten managers. One of the kindergarten managers was ill. I have chosen to present the kindergarten managers statements only.

Before the meeting I asked the movement therapist to open the meeting by presenting the aims of her work and a providing a demonstration of her work methods.

Description: (Limited to what the kindergarten teachers had to say):

Nursing-care kindergarten teacher: From her words, it is clear that she knows how to identify the positive aspects presented by team workers operating in the kindergarten. *"The movement therapist radiates a lot of tranquility, that's to her credit, and the children feel it"*. **The kindergarten teacher** also knows how to identify situations in the field that sabotage the team-member's work. *"On occasion the children did not give sufficient attention, sometimes the assistants did not co-operate sufficiently. There were times when there was a gap between the children's condition and the objectives of the therapy, which had been pre-planned".* **The kindergarten teacher** also knew how to define weaknesses in the team-member operating in the

Feeling of management and organisation

Feeling of responsibility regarding communications with team concerning pupils

Feeling of responsibility regarding formulation, implementation and

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kindergarten: *"The movement therapist found it difficult to change her preconception and adapt it to the current situation"*.	assessment of individualised curricula
Besides defining the difficulties, **the kindergarten teacher** also knew what was lacking in team management and leadership, contributing towards perpetuating the movement therapist's lack of success in the kindergarten. *"It's a pity that we didn't talk about it, because then we could have made changes. It's a shame that we didn't find the time to sit together and think - and I can lead the team so that it co-operates. There was a lack of communication."*	**The ability to lead change** **The ability to lead a team** **Kindergarten/class teacher having a defined and structured worldview regarding the education and rehabilitation of her pupils.**
All the kindergarten teachers reflected to the movement therapist that she must work in co-operation with them.	
The nursing-care kindergarten teacher defined additional points that led to the lack of success – although at the end of the year an attempt had been made to change them. *"The movement therapist recently (at the end of the year) received instruction from the physiotherapist so that she could know what should be done with children with severe retardation who require nursing. I now understand why the movement therapist no longer comes with a pre-determined plan, but builds the lesson according to the condition of the children who are in the class. However, at the same time, things must be planned and built so that they can be led to another place".*	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structures worldview**
Kindergarten teacher: Another defined subject is the need for kindergarten teachers to be exposed to movement	**Ability to lead a team**

therapy tools so that they can understand the significance of therapy, which children require it, and how to adapt the tools to the severe problems suffered by the pupils in their classes. *"We were not familiar with the subject of movement therapy. Had I sat with the movement therapist for more time, I would have been exposed to the significance of this treatment tool and would have understood which of the children could be treated by such means. The question is whether this type of treatment is suited to pupils suffering severe retardation? We didn't manage to examine the effectiveness of the tool. We didn't get a chance to think together and I didn't give the movement therapist enough information concerning where she could contribute most to the pupils. "*	**Kindergarten/class teacher as having a defined and structures worldview**
The kindergarten teacher added and emphasised the importance of the subject of communicating, which had been lacking: *"It's a shame that we didn't talk, because then we could have changed. It's a shame that we didn't find the time to sit together and think, and I could have led the team to co-operate. There was a lack of communication".*	**Feeling of responsibility regarding contact and communication with team on the subject of pupils**

Reflection:

The kindergarten teachers' words reflect their ability to analyse a situation with defined identification of strong points and successes, as opposed to the reasons for failure. It is clear that they considered all angles of the new situation when analysing the causes for the lack of success:

a.   Lack of exposure of kindergarten teachers and paramedical team members to the new tools of the new treatment – it's goals, nature, suitable population, attempt at adapting tools to pupils' problems.

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b.   Lack of discussion throughout the year to evaluate the success of the treatment tool in solving problems.

c.   Lack of spare time for such thinking and talking.

In practice, there was no individualised curricula building process, and, from what the kindergarten teachers said, I also understood that the movement therapist had not been invited to these meetings – they claimed that she was new and they forgot to invite her.

I left the meeting with a feeling of satisfaction, since it was very clear that the kindergarten teachers knew how to define in a professional manner what was not right with the process. They did not hide behind excuses, but took responsibility for what had occurred, showed that they had learned the relevant lessons, and knew how to apply the knowledge they acquired during intervention in this particular case.

I also felt a certain degree of disappointment, mixed with the understanding that the process with them was not yet complete, since this case reflected that they were not yet applying their knowledge and skills automatically for issues that we had not specifically related to. This feeling made me realise that they are in need of continued support.

Since the **Welfare Department Director** had decided that we would let the team work alone without our support as of the end of the year, I came to the conclusion that I would have to work in the centre with the instructor and integration basket co-ordinator, who, from my perspective, are the Support Centre employees leading the implementation of the change. I also realised that the kindergarten teachers should be invited to an advanced

study course for teachers in which they could continue the personal development and professionalisation process aimed at managing and leading interdisciplinary teams, which we had begun this year.	
Plan: To hold a meeting at the end of the year for the entire team at the centre. The participants were requested to describe one objective that they had managed to accomplish successfully on the centre, kindergarten and pupil levels. Despite the fact that all participants presented important and significant issues, we chose to present and relate solely to the words of the three kindergarten teachers, who in practice constitute the research population. **Kindergarten manager:** *"The goal that I succeeded in achieving this year, and that has empowered me on the personal level and has empowered the kindergarten, was that of mainstreaming my pupils in other frameworks. Until this year I didn't mainstream pupils. An aim that I accomplished this year on the level of the centre is that of co-ordinating with the paramedical team on the subject of mainstreaming of pupils, so that they receive treatment on the days that they are not integrated into normal kindergartens."* *"I had to make sure that the pupils' curricula would not be harmed by the mainstreaming. Team meeting were held and regular contact maintained with the teams working in the ordinary kindergartens, with parents when preparing the curricula, and with the team at the normal kindergarten with regard to implementing individualised curricula. The*	**Change has occurred** **Ability to lead a team** **Ability to identify a need for change** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils**

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social objectives of mainstreaming were emphasised. The mainstreaming kindergarten teachers provided written reports of what was being done. On the pupil level – the intervention contributed towards defining the specific goals of mainstreaming for each child and making sure they were implemented. I also learned a lot by observing a pupil in mainstreaming. What was new to me was that I understood that the pupil had higher self-organisational abilities than she had shown in the special kindergarten. She worked independently in the normal kindergarten. I learned that we don't let the children do enough. The high-level modelling that she experienced in the kindergarten helped enhance her abilities. I was disappointed by the fact that she didn't internalise the good abilities she showed at the normal kindergarten and did not transfer them to our kindergarten. I learned a lot from the normal education kindergarten teachers ".

Reflection:

The kindergarten teacher clearly defined the objective that she had succeeded in accomplishing this year at the level of the day centre: Co-ordinated teamwork with good communications with the interdisciplinary team (paramedical, parents and normal kindergarten team), while emphasising effective goals in the social sphere. She underwent a process this year, through real experience, by which she arrived at the understanding that mainstreaming helps SEN children realise their potential.

The way in which the kindergarten teacher expressed herself provides evidence of her personal development in terms of understanding of the subject of effective organisation of an interdisciplinary team and work with

parents in order to implement a model for mainstreaming SEN children in normal education. The personal added-value gained by the kindergarten teacher from this process is the understanding that the objectives defined in the work plan for pupils in the SEN kindergarten are too low, and that the pupils are able to achieve more. Understanding that the potential of these children exceeds the level determined by their educators constitutes self-criticism at a high level and identifies a subject that requires change in connection with the formulation of curricula at the special kindergarten. The kindergarten teacher emphasises the importance of the mainstreaming model as an opportunity for children with retardation to emulate behaviours at a higher level. I feel that in this capacity the kindergarten teacher has demonstrated a high level of professional leadership. Through the impressive self-criticism she reflected regarding norms and standards of work methods with, and expectations of her pupils, she is in practice calling on her colleagues that they too, together with her, observe the way in which they work. In fact, she asks her colleagues to re-consider the learning curricula customary at the centre and to modify it in a way that will lead to the development of their SEN pupils and serve as a lever to make the most of their pupils' potentials. **Severe-retardation kindergarten teacher:** This kindergarten teacher spoke about the goal she achieved on the personal level or on the kindergarten/centre level: *"To lead the paramedical team towards teamwork in which there is participation and co-operation in keeping with the consultation model."* However, her words reflect a process	 **Ability to identify a need for change and to lead a change** **Ability to lead a team**

that she would like to see completed, i.e., teamwork following a consultation model, as has already been accomplished with the physiotherapist. She would have liked this model to be an integral part of the other teamwork methods practised in the kindergarten. She explains the need of such a model: "It sometimes bothers me that the children 'vanish' behind the door (when they go for paramedical treatment in the resources/treatment room), when in practice, I cope with the child inside the kindergarten classroom. That's why I want the treatment to be carried out in the area of the kindergarten itself".	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils.**
In her opinion, this model will be fully implemented in the work methods when routine communications on the subject of pupils are established 'as a flowing part' of the work method. In this statement, the kindergarten teacher sets a standard for change that she wishes to become the norm and that is implemented through professional proficiency.	
The kindergarten teacher defines her success this year as 'team building'; describing the process as one of 'team crystallisation': *"I received a new team this year – people with whom I had already worked and others with whom I had not yet worked"*. She defined her goal as: *"Building a team that works in harmony"*. She assessed her accomplishment of said goal as *"some 'fruits' were evident at the end of the year"*. Here she expresses a feeling of partial satisfaction, belittling her accomplishments, while stressing the difficulty encountered in leading the change process. The kindergarten teacher evaluates the change process in front of those present at the meeting: *"The path was very difficult. A work method had to be introduced, backed by a rationale and accompanied by a pleasant environment. The team didn't agree with a lot of the*	**Ability to identify a need for change and to lead a change** **Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils.**

things". However, in the end she accomplished her aim: *"I built a team that worked together on the problems and we worked in collaboration*". This statement clearly demonstrates a feeling of satisfaction at the end of a process in which she invested professional leadership and ability to lead change as a figure with a defined and structured worldview regarding the education and rehabilitation of her SEN pupils.	
Reflection:	
The kindergarten teacher defines objectives for change: The need to maintain constant dialog with the paramedical team regarding methods for working with pupils and contents learned in the kindergarten. In practice, the kindergarten teacher is striving towards a perpetual consultation model in the kindergarten area, conducted in a climate of co-operation and reciprocity. This demonstrates professional leadership directed towards 'knowledge sharing' leadership.	
The kindergarten teacher presents a process of gradual change and is not afraid of describing the difficulties accompanying the process to the team undergoing the process with her, and in this she also demonstrates leadership strength.	
Kindergarten teacher for children requiring nursing care: This teacher defined the goal that she has achieved this year as a transition from a clinical approach to a remedial education approach: *"I attempted to build a daily schedule such that the whole group would do something together, rather than individual treatment for each child separately. I worked with the team so that they would do things in a specific order – transitions between activities*	**Ability to identify a need for change and to lead a change** **Ability to lead a team** **Kindergarten/class teacher as having a**

that all of them would do, until the next activity. This helped give me a feeling of a kindergarten group, and not of a clinic, as it felt previously – to feel like I'm a kindergarten teacher".	defined and structured worldview regarding the education and rehabilitation of her SEN pupils.
The kindergarten teacher went on to describe the collaboration with the team in this process: *"All this was done together with the team – we went hand in hand. A lot of consultation with the team on every subject, and together think about things by myself. However, in contrast to the co-operation she describes with regard to routine life in the kindergarten and the change process she built, when talking about formulating personalised learning curricula together with the instructor and passing them on to the team, she describes an authoritative leadership situation, that is not at all collaborative: "Regarding the individualised curricula – the subject has undergone many changes during the course of the year. I sat with the instructor and I passed on the information". She described the tools she had acquired in order to apply this leadership style: "Through the intervention at the centre this year, in which we were involved, we learned to summarise knowledge that we pass on, so that the language used will be professional and to the point. This is new this year and has contributed towards my day-to-day communications with the substitute kindergarten teacher".*	**Ability to lead a team**

Feeling of responsibility regarding contact and communication with team on the subject of the pupils

Feeling of responsibility regarding formulation, implementation and assessment of ISP |

The team reacted to the kindergarten teacher's words with criticism and hostility. It was clear from what they said that they felt she is not doing enough to develop teamwork that includes thinking and doing with the aim of advancing her pupils to the greatest extent possible.

Reflection:

It appears that during the intervention process the kindergarten teacher understood the need for professionalism in all matters connected with communications with the team. However, she translated and applied this message to her personal management and leadership style, which is strictly formal and authoritative, and does not tend to include the team in things. This management and leadership style may indicate that the kindergarten teacher is still lacking in the appropriate personal development required to translate the subject of professional communications with an interdisciplinary team to a level of collaboration and consultation – as accomplished by the other two kindergarten teachers whose talks are presented above.

At the conclusion of the meeting, I felt that the team members knew how to define goals that they had successfully achieved and that this experience gave them a feeling of personal and team empowerment alike. The team members knew how to determine further goals leading on from the ones they had already achieved – the result of shrewd observation of the existing reality and a wish to improve it. There was an atmosphere of satisfaction and an understanding of the need to continue changing.

The instructor, who, during private discussions with me, had always expressed skepticism concerning the team's collaboration and its understanding of the aims of Ministry of Education policy, informed me that this meeting had changed her feelings.

We were all saturated with these positive feelings, marred only by the problem of the nursing-care kindergarten, a subject that kept being brought up. There was an

undercurrent of criticism of the kindergarten teacher, who, in the team's opinion, is not doing enough. There was lack of empathy considering the fact that she was working with the most difficult population, and that there is virtually no satisfaction of seeing results when working with these children, but the opposite, since they suffer from severe and progressive diseases and are withdrawn.. I took on an empathetic position towards her in the discussion so as to empower her. I repeated and reflected to the team the need to generate heterogeneous classes. This need was presented as a proposal for change at the conclusion of the discussion on the subject of the children's families. I reflected to the team how this change could also help provide challenge for the kindergarten teacher - she would have pupils with whom she could communicate and advance. The children requiring nursing nurse could also gain added value from such a change, since they would have stimuli and experiences of a higher level in their surroundings, with more extensive and enriching communications.	
Personal Interviews with the Kindergarten Managers Personal interviews were conducted with the kindergarten managers in order to evaluate and summarize the process. **Kindergarten teacher 'A'** This kindergarten teacher's statements indicate a change in teamwork on both centre and kindergarten levels alike. It is clear that she has knowledge of the components making up teamwork and is aware of the need of management and leadership skills to perform such work. She describes achievements, following on immediately by defining goals	**Feeling of management and organisation** **Ability to lead a team** **Ability to identify a need for change and to**

for change. *"The impact on the day centre level is that we have set dates for a steering team and one meeting has already taken place. The aim is to talk about operative goals, and not about situations of 'extinguishing flames', as was the case in the past. We also decided to hold team meetings during the workday, but since we haven't yet managed to implement the decision, we will be moving the meetings to the evening".*	lead a change **Feeling of responsibility regarding contact and communications with the team concerning the pupils** **Feeling of responsibility concerning the formulation, implementation and evaluation of ISP**
The kindergarten teacher spoke about the painful change process that occurred when the Ministry of Education entered the scene, using the metaphor 'wounds that have closed' to describe the current situation. Use of this metaphor illustrates that, despite the fact that the wounds have indeed closed, they are not completely healed. She chose the afternoon manager as an example, stating that the implementation of intervention at the centre and the inclusion of the afternoon manager in the process contributed towards a positive change from her point of view. Here she used the expression 'her dignity was restored'. This expression explains the extent to which the afternoon manager, who is employed by the Ministry of Labour and Social Affairs and who, until the change, was a key figure in the centre, was hurt by the change. Including her in the intervention process did indeed return her status, at least in her own eyes, and she is now able to work in collaboration with the kindergarten teachers in the team.	**Change has occurred**
"The intervention helped in that the afternoon manager	**Change has occurred**

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emerged from the crisis she was experiencing. She was very angry about the new situation and therefore her gave what she could at work. Now her dignity has been restored to her and she works in the team with us ".	
The kindergarten teacher stated that collaborative teamwork at the centre has improved: things are now planned, as against the situation prior to the intervention (which she described by using the metaphor 'extinguishing flames').	**Ability to lead a team**
Kindergarten teacher 'A' related to specific subjects that were discussed during the intervention. Every time she stressed advancement of the process she also identified a subject that still requires changing: *"The plan for the festival days is being implemented much better now. There is time scheduling, responsibilities are divided among the kindergarten teachers and assistants... there is still a need to identify the skills possessed by the team members so that they can make a more significant contribution during the festival days ".*	**Feeling management and organisation** **Ability to lead a team**
Regarding the subject of the formulation of individualised curricula for the pupils, she states *"The team works in collaboration with me on the subject of the formulation of individualised curricula. The team is highly independent. Each member summarises his/her own evaluation of the child and common work targets are built together. The speech therapist is good at expressing herself so she's the one who drafts the targets.* *The team meets for half an hour in the afternoon once a week to communicate and update regarding the implementation of individualised learning curricula - the members often consult one another concerning changes in work methods, and employ professional and collaborative*	**Ability to lead a team** **Feeling responsibility regarding contact and communication with team on the subject of pupils** **Feeling responsibility regarding formulation, implementation and assessment of ISP**

thinking."	
The kindergarten teacher's attitude towards the team is unclear. On the one hand, she presents a situation of collaboration, while on the other hand she describes the team as 'highly independent', an expression that can either refer to the team's autonomy or, possibly, to a barrier between the team and the kindergarten teacher. Such a situation would be contrary to that towards which we are striving in terms of the teacher's professional leadership of her team. Additionally, her description of a situation in which the speech therapist documents the targets could either indicate a feeling of a lack of ability to define work objectives in a professional manner compared to the speech therapist, or, alternatively, an expression of collaborative and reciprocal teamwork.	
Kindergarten Teacher 'B'	
The kindergarten teacher's words at the onset of the interview provided evidence that a change had occurred in her personal development in terms of a **feeling of professional leadership** in the **ability to lead a team** with confidence: *"I cannot say that a lot of things have actually happened in reality, but my perception has changed and I have learned to tell the team what I think and to relate to shared topics."*	**Feeling of management and organisation** **Ability to lead a team**
The kindergarten teacher stressed the blatant need of professional knowledge and skills in the area of interdisciplinary team management and leadership to enable her to fulfill her role of kindergarten manager: *"This place is very complex and interdisciplinary teamwork cannot be maintained without very clear procedures"*. However, she also emphasised two elements disrupting the process: *"The*	**Feeling of management and organisation**

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complexity of the place on the one hand and the painful history of the entry of the Ministry of Education on the other hand - neither of which can be erased".	
This teacher also alludes to the painful change process undergone by the centre following the implementation of the law, which she coins as 'the painful process'. However, she states that the intervention carried out at the centre during the course of the year made a positive contribution towards the change: *"Consequent to the intervention, we did and improved things: there is better division of duties. Everyone takes clear functions upon themselves in events and festivities. There is shared thinking, meticulous planning of details, thinking on both the individual kindergarten and day centre levels. The teachers co-operate among themselves, and so do the teachers and paramedical team."* She also expresses a feeling of teamwork when planning subjects, with collaboration on both the centre and individual kindergarten levels.	**Ability to lead a team** **Change has occurred** **Change has occurred**
Kindergarten teacher 'B' states that a problem still remains that weighs down on the change process undergone by the centre – that of role definitions for the kindergarten teachers and centre manager. She claims that the situation is causing severe conflict and has reached a dead end, with no apparent solution in sight based on the means currently available to the kindergarten authorities. She describes the situation as *"a problematic subject and one that will apparently always remain so".*	**Change has occurred**
Reflection : It is possible that this statement is in fact a plea to the role-definers and authorities in charge of her to help solve the problem, since she and her colleagues, in their current	

status, have no way of finding a solution.	
The kindergarten teacher identifies two additional issues connected with her working relations with the paramedical team in her kindergarten that need to be changed. Firstly, the need to improve team co-operation in the joint meetings held to formulate individualised and class curricula; and secondly the subject of the place where the paramedical team administers its treatment. There is a discrepancy between the kindergarten teacher's expectations of paramedical team modelling inside the kindergarten space and the team's habit of working with pupils in the annex rooms: *"Another problem is that of the annex rooms, where the paramedical team works. I want the paramedical work to be performed in the kindergarten room itself and not in an annex room, to enable modelling for work and the implementation of a consultation model"*.	**Ability to lead a team** **Ability to identify a need for change and lead change** **Feeling of responsibility regarding contact and communication with team**
She is endeavouring to introduce a perpetual consultation model, essential to her in the personal process required to understand the children's needs.	**Feeling of responsibility regarding formulation, implementation and assessment of ISP**
When she identifies subjects she feels are still problematic, the kindergarten teacher immediately proposes solutions that she is initiating through teamwork in an attempt to solve said problems. For instance: *"Today we decided to discuss the problem in a general team meeting"* or *"This year I included the psychologist in team meetings on the subject of behaviour management"*.	**Disparity between role requirements and performance skills**
Kindergarten teacher 'B' described the improvement in the centre's climate that enables her to lead a long and difficult change process: *"I feel less criticism on the part of the manager of the centre and the assistants from the Welfare Department. I have more autonomy to do new*	**Ability to lead a team** **Ability to identify a need for change and lead change**

things, to fail, to try and again to fail... they accept other work methods. There is more open thinking. It's a complex and long process. "	
She defines the change process that has already been achieved in connection with the subject of co-operation between the kindergarten teachers and other team members through the image of the *'jamboree' "that stretched the entire length of the corridor of the three kindergartens, instead of the equipment that had been thrown there for years ".*	**The ability to lead a team** **Change has occurred**
This situation differs significantly from the situation prior to the intervention, when each kindergarten teacher was secluded in the space of her own kindergarten. Due to lack of co-operation, resources shared by the three kindergartens – the corridor (a space that could be used for environmental design), learning and expensive jamboree equipment – had not been used for the benefit of the children.	
The personal process undergone by the kindergarten teacher enabled her to speak about a change process from an elevated position of a leader who is aware of the immense difficulty involved in change processes. She understands that one of the components of the problem is that of the human factor – in other words, the persons participating in the change process. She is now aware of the importance of finding partners suited to the concept of change so that it can be led in the most effective and sensible manner: *"The process is a difficult one – there is opposition, and only then can we succeed in leading the change. The very fact that there is trust provides greater opportunity to venture and try... One has to learn that teams include significant persons whom, if they understand*	**The ability to identify a need for change and lead change**

the concept, will be joined by others, and that's the right way to go about it. Not to fight, but to place the child at the centre, to turn to rationale and to explain, and to persist along those lines!"

Reflection:

Analysis of this dialogue provides evidence of personal development to an extent that enables analysis of situations and building of efficient strategies for coping with the difficulties involved in leading change – her words are indeed the words of a leader!

The interviewees words gave me the feeling that the intervention had indeed contributed towards a genuine change in role perception in all matters connected with knowledge and professionalism in interdisciplinary teamwork.

9.5   Summary of Case Study no. 2

As previously mentioned, the intervention in the daycare center for children suffering from severe retardation necessitating medical assistance was held following the urgent need of the kindergarten's managers for aid in defining their role perception.. Two dimensions influenced the definition of the intervention's structure:

(1)   The two questions of the current study are as follows:

    a)   To what extent does the existence or non-existence of a stand relating to self-perception as a leader influence leadership and teamwork skills?

    b)   To what extent does the intervention influence development of interdisciplinary team leadership and management skills?

(2)   The conclusions of the first case study, has defined the need for a local and not a systematic intervention. In addition, the need for examining the effectiveness of the intervention in the framework of a peer group that has a reflective dialogue.

The goal of the intervention was establishing a team that would meet regularly once every two weeks. As a part of the discussion it would hold, topics regarding the role perception and the kindergarten manager's role perception. There would be an attempt to come to a solution to the problems by achieving personal development as part of the perception of the kindergarten managers and leaders/managers.

The assumption that stands in the base of the current intervention is that the personal strength of the individuals involved in managing will aid them in dealing with their difficulties and in performing their role in the personal and the organizational dimension. This basic assumption is related to the first question that the current study poses.

An analysis of the content of the findings clearly suggests that the counseling and reflection given to the management staff contributed to the effectiveness of the sessions and allowed the participants to confront the meaning of the subjects that were raised. This was at an individual level as well as the management-team level. The raising of subjects that were a cause of conflict in the role behavior by the participants enabled

their definition. The discussion over the difficult points and the acquisition of problem-solving tools through reflective processes and helped forward the management of the team.

An analysis of the content of the findings as reflected in table 3, clearly suggests that the dominant subjects coming through the intervention pertained to the criteria of the special education teacher's role perception while performing her role. Analysis of the content of the conversation suggests that as a part of such a wide subject, the main occupation of the kindergarten managers would be in the field of professional leadership – the ability to lead a team, and in the area of the ability to recognize the need to change and lead change. The subjects that were brought up during the interventions emphasized how important the kindergarten managers thought the sphere of management and leadership as a part of their role. In the conversations that took place it was possible to note their development as professional images that have a well-defined worldview regarding the education and rehabilitation of their students, which constitutes a vital part of the management/leadership role perception they fulfill.

The findings show that the kindergarten managers paid less attention to the sense of responsibility regarding contact and communication with the staff in regard to the students. It is possible to explain this finding by the approach that sees the ability to lead a team as a professional framework that includes this sense of responsibility for communication.

In regard to the kindergarten managers regarding the ISP, the direct attention given to it was also quite little. In this subject, one can suppose that this is because the kindergarten manager's perception of her role as leader/manager includes a sense of organization and management, a sense of responsibility and a feeling of professional leadership; therefore she already possesses the qualities and preparedness for building and assessing the ISP.

The way the kindergarten managers deals with conflicts in the capacity of her role is explicitly manifested during the verbal sessions. The implicit level was manifested in any situation where the kindergarten managers with low managing/leadership ability dealt with anything that had to do with their role perception as professional managers who are able to lead a team. This conclusion originates from the fact that they mainly

addressed the subjects relating to their way of dealing with conflicts, was seen regarding to the complexity of the role and the gap between the demands of the role, and the skills to perform it.

The kindergarten manager's relation to the subject of change in role definition was also explicit and implicit. Their reference to this criterion was manifested in the beginning of the process, during the process and in their summary. Their reference in regard to this criterion was regarding the changes that the special education law of 1988 had caused. The posing of the law significantly impacted on the organizational structure of day care, the people working in the kindergarten and the perception of the role of the kindergarten managers.

The analysis of the content of the conversations regarding this matter, which was in fact the trigger to the intervention, demonstrates that the participants felt there was a significant change in the organization's climate and in the feelings of the people working in it. However, they do not see the change as a radical one. In their opinion, the change is a process, and it is accompanied by pain and difficulty. Their words indicate that the current situation requires a long journey before order and tranquility are obtained.

To summarize, the content analysis of the conversations that took place during the sessions, illustrates a process of personal development. The participants demonstrate ways of managing and leading the relationships between these subjects and their perception of inter-disciplinary team work

The evolution process was linear, and went from a point of very low conspicuousness of management and leadership skills to a point of high conspicuousness of these skills as seen in table 4.

The participants' dialogues during the intervention showed the difference in the participants' perceptions, ways of confrontation and actions. This caused them to begin building a policy, and also team work in the kindergarten level based on the defined worldview of the kindergarten managers, regarding the education and rehabilitation of the special needs students.

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The conversation also expressed their interest in the question of "why", that aids them in defining their vision and reflects their reflective way of thought in defining the need for change. The confidence and skills they acquired as leaders and managers are manifested in the ability to lead a team, and to lead change.

The analysis of the participant's sentence structure in the summary session shows that the intervention aided them in their personal evolution as managers/leaders, and that they have a sense of ability in solving problems that exist in their role behavior. Their sentence structure showed how helpful the intervention was to their functioning in the kindergarten framework and their personal development. There is a clear definition of a difficulty in the beginning of the sentence, and in the next part there is a clear definition of the solution. This shows a high sense of management and leadership, as leaders that see the need to change and lead it, as team leaders who can deal with conflicts that change will bring, with the goal of the change standing clearly in front of their eyes.

The description to the reasons of the intervention, defining its goals and its course shows a situation of building a management team for the kindergarten/day-care. The team cooperation contributed to the professional development of the participants that was enabled out of dealing with the professional principals and ethics, sharing of inner-conflicts, performing reflective thought processes, supporting and giving non-judgmental criticism. The group activity enabled the construction of new insights, exposing the many facets of the personal approach. It developed awareness, and added information used in dealing with issues of management and leadership (Heyman, 2003).

The in depth processes that this team underwent, enable us to define it as a professional community that learns in a specific educational facility. The scheduling of sessions and their subjects enabled a fruitful conversation, creates the environment of an educational institution in which the individual's voice is heard and the diversity of people is considered a resource and not an obstacle. These conditions enabled the formation of an educational leadership with the capacity to lead personal and organizational changes (Margolin et al. 2002). The amount of success the intervention had, gives a distinct affirmative answer to the second question of the current study. I therefore conclude that it is possible to expand the model that existed in this study and develop it into a teacher-training program for special education teachers on the subject of personal development towards the acquisition of skills to manage and lead a team.

Table 5: Data distribution of case study no. 2

The criteria		Sum
Self - perception as leader/ manager in role performance		**83**
	Feeling of management and organisation	14
	Feeling of responsibility	
	Feeling of responsibility regarding contact and communication	8
	Feeling of responsibility regarding ISP	5
	Feeling of professional leadership	
	Ability to identify a need for change and lead a change	18
	Ability to lead a team	25
	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils	13
Expression of change in role definition according to SEN teacher's perception		**11**
	No change has occurred	0
	Change has occurred	11
Coping with conflicts encountered during role performance		**8**
	Complexity of role	1
	Disparity between role requirements and performance skills	5
	Disparity between role requirements and restriction of authority needed to implement role	1
	Disparity in role perception and expectations between role holders and role definers	1

Table 6: Development of leadership conspicuousness

Date	Session subject	Development of leadership conspicuousness
December	Perception of the nurse's role	Very low
January	The subject of celebration	Very low
January	The subject of National Service girls	Low
February	The subject of National Service girls	High
March	The subject of vacation	Low
April	Assessment of the subject of vacation	Low
April	The subject of family	Low
May	A staff meeting with the movement-therapist	Very high
June	A meeting for the yearly summary with all staff evaluation improving targets	Very high
January	Summary	Very high

Chapter 10

Case Study No 3

10 Planning the special education teacher training process in the framework of advanced studies for teachers

The need for constructing the teachers' advanced studies as a framework for the training process for special education teachers was the result of two elements: the summary of the Pre-Test phase findings in the current study, and the summary of the first and second case studies. These summaries pointed out the existence of a problem and the possibility to solve it by means of a training process. These findings reinforced the base assumptions of the current study, and a need was created to continue and reinforce them with another aspect of a heterogenic group as a framework for the training process.

10.1 The theoretical background regarding the teacher training process as a base for the current training process model

The subject of this teacher training process is the special education teachers and not the young students being trained for teaching. The base assumption in this process is that the participants should acquire knowledge, process it and implement it through development of professionalism and expertise in the perception and performance of their role.

Preparation of the training process is based on a binary model that relates to a "role" and a "person/self". In this process there is a reference to the "self" – the personal development, and the "role" – the knowledge and skills in the relevant, ever-changing context. All these shall be acquired through "Craft Knowledge". The process shall be accompanied by a pluralistic view, open to different worldviews that are based on developing beliefs, positions and a system of values. A constant interaction will exist between the self and the role towards a sense of personal competence regarding the leadership and management role behavior (Schonmann, 1998).

The reflection dimension of this training framework constitutes the encouragement, while the participants look inside themselves, and enact self-judgment and control

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processes on the actions they perform during the fulfillment of their role. This observation in a situation of a guided collegial community, enables repeating mutual clarification of different situations from everyday life, while exposing considerations, dilemmas, doubts and decision making processes of the participant out of a retrospective-analytical perspective.

Guiding the participants using an interpretation of their words and providing them with theoretical and practical knowledge, gives the participants a tool that enables them to activate considerations and self-revision mechanisms over their experiences, during the role behavior and subsequent to it (Zeichner, 1990; Stoddart, 1990; Ross et al, 1993; Reichenberg & Rand, 1998).

The knowledge and sense of self efficacy in professional leadership regarding the teamwork had been demonstrated during the course of the training process by means of conceptualization of the reality in which they performed their role.

The uniqueness of this training program was in fact the encounter between the theoretical learning and the daily educational performance. In this program, two approaches were expressed in the teacher training process: "from theory to practice" and "from practice to theory". These two approaches, despite their differences, emphasized the role behavior in the education field as central and unique. This encounter enabled a confrontation between the theoretical approaches, the positions of researchers, and the situations experienced by the participants while performing their role.

This encounter also enabled the participants' professional development, to crystallize their positions regarding the elements with which they came into contact with while fulfilling their role. They expressed this development by using the discourse that was enabled during the group sessions. The development of the discourse was analysed by using the thematic analysis approach by the categories defined following the interviews that took place during the Pre-Test phase.

The sessions will be conducted by the researcher and the discourse documented by her colleague, a guide and lecturer in an institute for teachers training. The sessions were planned in a generalised way and had changed according to a reflective overlook regarding the development of the sessions and the discourse they contain.

The goals of the training process:

- To develop a sense of self efficacy in the participants in terms of management and leadership skills

- To support the participants developing their ability to learn from their personal experience and the experience of others, while acquiring a reflective tool and assuming responsibility over their professional development and personal growth (Zeichner, 1983).

- To support the participants crystallising their personal attitudes and managing leadership approaches regarding themselves and their role behavior as teachers who lead and manage an interdisciplinary team.

10.2 Participant Population:

Seven special-education class and kindergarten teachers:

- One manager of treatment kindergarten for children with severe behavioral disturbances and emotional problems.

- Two special-education class teachers teaching at an ordinary primary and ordinary middle school (grades 6 & 8 respectively).

- Four special-education class teachers teaching at a school for pupils suffering from mild retardation (grades 1, 4, 5 and 9).

Note: The kindergarten teacher and one class teacher were interviewed before the course).

10.3 Technical Structure Meetings:

Weekly meetings held at the local support centre on Wednesdays between 17:30 and 20:30 (112 academic hours), from December 2001 to July 2002 .

Two instructors conducted the meeting, one of whom was the researcher. The researcher acted as sole instructor when there was a need to deliver theoretical material and observations connected to leadership and teamwork, while the two instructors

shared work relating to reflective dialogue. At each meeting one instructor spoke while the other took notes. After each meeting the instructors implemented reflective thinking concerning what had taken place / had been said at the meeting, and planned the next meeting accordingly.

10.4 Description of Intervention and Criteria Derived from Intervention

Description of Intervention-Process Plan, Presentation of Dialogue, Analysis and Reflection	Criteria Derived from Intervention
Planned Subject and Objective of Meeting: Becoming acquainted. Presenting rationale Mutual understanding of aims of professional advancement course. Deciding on setting **Content:** Presenting new role perception of class/kindergarten teacher consequent to legislation of Special Education Law (1988). **Description:** Discussion of the group's mutual objective: to develop leadership and management skills through learning and personal development processes. Discussion of means by which the process can be achieved: Theoretical knowledge and development of reflective thinking skills using 'case literature'.	
Planned Subject and Objective of Meeting:	

Imparting knowledge relating to concept of 'leadership':	
Literature review delivered by the researcher:	
Who is a leader? Traits and skills.	
Activities:	
Choosing a leader figure with whom I met and who influenced me.	
What leadership traits does the leader figure possess?	
Classification of leadership traits and skills based on participants' statements	
<u>**Description:**</u>	
Leader: figures with which participants connected: teacher, youth group instructor, instructor and school principal.	
Traits: resourcefulness, charisma, trust, uniqueness, sensitivity to others, creativity, responsibility, devotion, honesty and genuineness.	**Ability to lead a team**
Skills: professionalism, ability to define problems, effectiveness, renews knowledge, capable of leading projects, concern for subordinates, doesn't put on airs and graces, listens, believes in subordinates' ability, motivates, cares, encourages.	**Ability to identify a need for change and lead a change**
<u>**Reflection**</u>	
The contents of this meeting regards the participants' personal development as leaders and involves the criteria of: **Self perception as leaders/manager in the context of role performance**	

Leadership traits: Charisma, sensitivity to others, honesty and genuineness, trust, listening, concerns for subordinates, don't put on airs and graces, believes in subordinates' ability, motivates, encourages According to the participants, the **feeling of professional leadership** is enabled through the following skills: Professionalism, resourcefulness, the ability to define problems, effectiveness. **The ability to identify a need for change and lead a change** is expressed in the words used by the participants in regard to their perception of the leadership concept: Renew knowledge, capable of leading projects. The teacher needs all these in order to be able **to lead an interdisciplinary team** in her role behavior.	
<u>**Planned Subject and Objective of Meeting:**</u> Continuation of previous meeting. What should be 'borrowed' from the figure who influenced you? Personal goals that I would like to achieve during the course: Distribution of forms for independent work. [Based on an article by A. Fuchs, 'The Figure of a Manager who Leads a Pedagogic Institute to Success', (2000)]. Define the areas in which you wish to develop. What characterises your present managerial style and what would you like to change?	

What intrinsic factors are liable to hinder you?	
What extrinsic factors are liable to hinder you?	
Discussion of written responses:	
Description:	
"Sensitivity towards others, devotion, ability to listen, concern, importance of putting in a good word concerning every pupil, a positive approach, concern for subordinates, ability and importance of creating something out of nothing.	**Ability to lead a team**
"I would like to attain the following goals: to know how to speak with both children and team, to recognise diversity among team members and to be like the teacher working with the team who knows how to talk to the children. I moved to a school for older children this year; it's different understanding the needs of adolescents – knowing how to relate to with respect".	**Ability to lead a team** **Disparity between role requirements and performance skills**
"I would like to achieve an internal control centre – control of the situation will be built-in my personality."	
"I would like to be able to circumvent the emotional aspect in crisis situations".	
"I would like have charisma and be able to influence the team members and colleagues".	**Kindergarten/class teacher with a defined worldview in regard to the education and rehabilitation of her SEN pupils**
"To know how to recruit the school management and my colleagues towards understanding and accepting the importance of effective teamwork in building and implementing study curricula, professional understanding of pupil's needs in the classroom, and their genuine	**Feeling of responsibility regarding formulation,**

	implementation and assessment of the ISP
inclusion". **Reflection** The meeting emphasized the awareness the teachers in regard to their confrontation with the change in the demands of the role they are fulfilling and as a result of that, their confrontation with conflicts while fulfilling their role. They showed they were aware of their need for personal development and acquiring their skills in the fields of management and leadership. The words of the participants in regard to what they would like to change in their skills so that they could perform their role out of a **perception of themselves as leaders/managers while fulfilling their role** are: *"To achieve an "internal control center", to have more responsibility, to have a positive approach, to be able to circumvent the emotional aspect in crisis situations"* These subjects mostly relate to **the ability to lead a team as a professional leader:** *"More sensitivity towards others..., to know how to speak with both team and children... to recognize diversity among team members..., devotion..., ability to listen... concern for subordinates... to have charisma and be able to influence the team members and colleagues."* And a **feeling of professional leadership - as teacher with a defined worldview in regard to the education and rehabilitation of her SEN pupils**. A thread is reflected between the **defined worldview and feeling responsibility regarding formulation, implementation and assessment**	

of the ISP: *"Value of bringing out the best in each pupil, importance of putting in a good word concerning every pupil..., to understand the needs of SEN adolescents – knowing how to relate with respect... , to know how to recruit the school management and my colleagues towards understanding and accepting the importance of effective teamwork in building and implementing study curricula... professional understanding of pupil's needs in the classroom, and their genuine inclusion"*	
Planned Subject and Objective of Meeting: Circumstance that caused me to become a special education class/kindergarten teacher. Tell about the significant circumstances / events during your life that influenced your decision to specialise as a special education class / kindergarten teacher. What have you each learned about the others from their stories? **Description:** *"I was trained for ordinary education and was looking for work. I was sent to a special education school and I immediately accepted the work. At that time there was no teacher-training course in special education. I attended professional advancement courses in special education after work hours. People asked me if I couldn't find any other placement besides special education. I am in special education for 27 years. Some people relate to me as someone who hasn't advanced, but I feel that I am constantly developing and that I initiate changes. I always*	**Well defined worldview in regard to the education and rehabilitation of her SEN pupils.** **The ability to identify change and lead change**

feel that I am doing something".	
"I served in the army in a technical position and encountered difficult experiences... I learned psychology and special education at Haifa University...I told myself that I'm not going to work with retarded children! For years I didn't consider myself to be a teacher and didn't want to be a teacher. After my children were born, I was contacted by a special education school and asked to substitute, and I remained at the school – that's how I landed up in the profession... ordinary education doesn't challenge me! I look out for interesting and challenging areas. In the past few years I have studied sex education and didactic diagnosis, specific curricula for pupils at the school. I am focusing particularly on specialising and developing in the subject of sex education and am in charge of the subject at school, including instructing the staff on the subject".	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
"I did national service in 'Miftan' – a school for youth with behavioural problems, learning difficulties and difficulties in adapting to ordinary education frameworks. I chose national service out of a wish to contribute. My father works in 'Miftan'. It was the best period in my life. After that I learned bookkeeping but I understood that it wasn't what I wanted...I learned at a college for special education and did my practical training at a special education school for pupils with mild retardation, and I missed 'Miftan'. I found it difficult working with retarded pupils. I no longer regret it...its my place".	
"I was born to be a teacher! That's what a pedagogic instructor told me. As a pupil I was already teaching other pupils with learning difficulties for token payment! I was	**Kindergarten/class teacher as having a defined and structured**

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told that I would be a literature teacher. I was a cadet in a youth movement and continued while I was in the army. I worked 3 months in a bank and felt that I was suffocating. My sister and two aunts said to me 'you are a teacher!' I studied at college and after two years focused on pre-school kids. Somehow or other I got into special education. Over the years I've done professional advancement courses and become professional in emotional and behavioural problems. During my practical training I worked with an experienced and professional kindergarten teacher who wanted me to work according to her approach, while I emphasised my own individuality and worldview in my work".	**worldview regarding the education and rehabilitation of her SEN pupils**
"When I was young, I was always drawn to people with problems and to the elderly. My friend had a brother who was retarded. It was obvious to me that I'd find myself in the area of rehabilitation. I wanted to work in a rehabilitative hospital but they didn't need anybody. Then I heard about a school for retarded children and the secretary asked me whether I was sure I wanted to work. Then I started as a substitute and I'm still here! In the hospital the work with children and teamwork is more wide-ranging and that intrigues me ...I had lots of questions – Am I doing things right? Have I chosen the right profession? I take things the hard way and seriously. People can't understand how I can work with this type of population – accepting the condition of these individuals and giving to them – it doesn't make sense to them...!"	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**
I completed ordinary education in a teacher training college, specialising in nature and geography. I married in the middle of my army service and was released. Then I started working in ordinary education in a class with 37	**Kindergarten/class teacher as having a defined and structured worldview regarding**

pupils. I was young – only 21 years old. I saw that the class had lots of pupils with special-education needs. After two years a friend said to me: 'Instead of working with SEN children without being professional...with the guilt feelings...we'll learn special education. We'll retrain and work only with them'. I worked in special education classes, after which I worked in mainstreaming and suffered immense embarrassment due to professional impotency following the dramatic change. Two years ago I began working in a special education class again and because of that I postponed my retirement. "	**the education and rehabilitation of her SEN pupils** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils**

<u>Reflection</u>

Participant A - the participant's words show an ability to make decisions fast, when she immediately accepted the special education role, even though she was trained for regular education. Her words also reflect that during the years she spent working, she became proficient in the subjects that are unique to special education and therefore she owns a **well defined worldview in regard to the education and rehabilitation of her SEN pupils**. The feeling of leadership that her words reflect, is apparent by her testimony that during the 27 years she has been working, she did not remain at a standstill - she studies, perform changes and advances. These contents point to the fact that she has a **sense of professional leadership - the ability to identify change and lead change while fulfilling her role.**

This criterion also corresponds with her report given by **participant B**, who testifies, in regard to herself, that she has acquired a lot of professional knowledge in the area of didactic diagnosis and sexual education - an area in which

she practices today by instructing the staff and parents at the school. Her sense of leadership is manifested in her aspiration to confront challenges. Therefore, in her challenging work of educating and rehabilitating her special-needs students, she looks for interesting subjects in order to be able to enhance and develop her **professional leadership skills** - as a leader sharing information with her inter-disciplinary staff and colleagues. This process enables her to base her well- **defined worldview in regard to the education of her SEN pupils.**

Participant C describes how another professional kindergarten teacher wished her to work according to her techniques and beliefs while she developed her own professional techniques, beliefs and personal values, according to her worldview. These matters are related to the deep sense of **professional leadership** she possesses in regard to herself as a teacher who owns a **defined worldview in regard to the education and rehabilitation of her SEN pupils.**

The statement of **participant D** are related to the questions she asks herself about her autobiographical base, which always had to do with unusual people and attending to people with special needs. She is involved with her existence as it is in her role today as class manager/leader in a special school. Her questions revolve around the level of her **professional leadership** - in regard to the meaning of her existence as a teacher with **a well-structured and defined worldview in regard to the education and rehabilitation of her special-needs students.**

The **words participant E** used show she is a special-education teacher because she aspires to achieve significant

work because of her **well-structured and defined worldview in regard to the education and rehabilitation of her special-needs students.**	
Planned Subject and Objective of Meeting: Developing awareness of problems faced by special education class/kindergarten managers. **Topic:** Coping with difficulties /conflicts. Tell about a difficult situation and how you managed to deal with it. **Description:** *"After three years specialising in sex and social education as a special education counsellor, I found it very difficult seeing how my school ignores or mishandles the subject. But the school counsellor and previous head teacher objected. Despite being pressurised through this course to take action, I insisted on waiting and doing it gradually, and now I'm really pleased with my decision, since despite all the opposition, the need is becoming evident in the field and there is willingness and readiness to deal with the subject."* *"In recent years I have been analysing my difficulties and have come to the conclusion that I have always acted in the same way: I encounter a problem, think about a solution, speak about it with a friend and break down the problem*	**The ability to define a need for change and lead change** **Disparity between role perception definitions and expectations between role holders and role definers** **Ability to lead a team** **Feeling of responsibility regarding contact and communication with**

into its components together with the friend, (it's easy for me to do it together with someone else) – even when I am about what I want to do (possibly from lack of confidence). Then I present my problem and solution to a person in authority who seems most suitable to me. If I feel it's necessary, I recruit the team members and then turn to the appropriate authority."	**team on the subject of pupils** **Ability to identify a need for change and lead a change**
"I was very young teacher and my class included a highly talented underprivileged child from a problematic neighborhood in the city. The child was charming and talented in art and handiwork. He also excelled academically (compared to the level at the special education school). Over the years I repeatedly requested that he be re-diagnosed and transferred to an ordinary education framework. The system didn't respond. I was frustrated, and so was the child, but he accepted the situation. He always dreamed to be a police officer. When he got to the army he finished a squad commander's course with distinction and was sent to an officer's course. He found it very difficult during the course, couldn't handle the pressure, and as a result committed suicide. Despite 30 years having passed since then, I still haven't stopped feeling guilty that we didn't do enough and that perhaps we could have prevented what happened. The conflict hasn't been resolved and it looks like I will never get away from it.	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils** **Ability to identify a need for change and lead a change** **Disparity in role perception definitions and expectations between role holders and role definers**
"Individualised curricula are not written together as teamwork".	**Ability to lead the team**
"To find one or two professional team members each year and develop their professionalism. There's no alternative. There's no one else to do it. We're their instructors."	**Ability to identify a change and lead a change**
"The school management attacked a therapist who works	

in my class and I was the one who had to defend her: It may not be important to you if she's here or not, but to me she is the most significant... "	**Disparity in role perception definitions and expectations between role holders and role definers** **Ability to lead a team**
Reflection The goal of the discussion on the ability to deal with difficult situations relates directly to the development of a sense of self-capability of the participants and its enhancement, in order to aid their personal development towards **self perception as managers/leaders while performance of their role**. This discourse accentuated the sense of **professional leadership in the ability to define a need for change and lead change.** Another participant expressed her difficulties in coping with dilemmas regarding **feeling of responsibility for formulation, implementation and assessment the ISP**, as well as a feeling of **well-structured and defined worldview in regard to the education and rehabilitation of her SEN pupils.** Three other participants expressed a feeling of difficulty in the area of **feeling of responsibility they have in regard to formulating ISP, its implementation and assessment in the educational framework** they worked in. By expressing this problem, they also showed that they dealt with a conflict while fulfilling their role, relating to the **disparity between the role requirements and performance skills.** There is also an expression of a feeling of **professional leadership** and the ability **to define the need for change through the difficulties in leading**	

change. The words of the participants reflect their way of coping with difficulties in the area of management and leadership, and that there is no element in the organizational environment in which they work, whose role is to listen to them express these difficulties and aid them to resolve them. It is clear that they are pleased with the situation where they have a place to voice their comments and someone listens to them and gives them tools with which they can to think and accomplish things.	
Planned Subject and Objective of Meeting: Imparting knowledge regarding leadership styles, the impact of situational conditions on leadership style. Following the theoretical contents: Narratives describing difficulties encountered during class/kindergarten teachers' daily work when filling their roles– relating to theoretical contents. **Description:** *"I realise that whenever leadership was mentioned, I thought of the school principal. Now I realise that the subject is actually me / my self as a leader".* *"I would reinforce the leadership style that relates to the team members – it's important to reinforce people-oriented leadership".* *"To be authoritative – to know how to say: 'There's a*	**Ability to lead a team** **Disparity in role perception definitions and expectations between role holders and role definers** **Ability to lead a team**

law'".	**Ability to lead a team**
"How to stand up to the principal and make her understand the importance of teamwork with regard to writing my pupil's curricula. They gave me 3½ hours for each class. There was an argument between the team members about the most important mutual objectives for one of the pupils. The gym teacher opposed and an argument started. Then the principal said: 'On with you... I don't have any time... decide and that's it!' I thought it would be great if we could work together and every two months check the effectiveness in achieving the objectives. The principal's remark was incapacitating".	**Ability to lead a team** **Disparity in role perception definitions and expectations between role holders and role definers**

Instructor's question: *"What gives us the strength?"*

"Professionalism, task-orientation, choice of path, team leadership, setting goals, communications, utilising time, organisation. We know what to do – the goals; and how to do them – the skills; beliefs – the educational credo – the belief that the child is at the centre, that we let him be what he is, that his quality of life will be enhanced, that each one will fulfill his potential; to enable, not determine. Where we come from, messages that parents gave us when we were children (helping others)".

Reflection

The many different wishes of the participants in regard to the skills they need in order to be able to perform their role, indicate a growing frustration accompanies them in their work.

The approach of the group participants to the subject of leadership styles in regard to their role perception related especially to the following criteria: **self perception as a**

manager/leader while fulfilling her role - *"now I understand that leadership relates to me"*

The ability to lead a team – was manifested by the will to accept the capability to be authoritative with the staff.

The criteria of managing conflicts while fulfilling the role - the **disparity in role perception definitions and expectations between role holders and role definers** is expressed by the frustration the teacher testifies to in regard to the school management which does now understand the importance of constructing, implementing and assessing a personal education program on one hand, and she feels that she lacks the ability to stand up to the school principal and explain the importance of this process.

The elements that the group participants think might help the group members in developing their leadership skills and aid them express their self perception as leaders while fulfilling their role, have to do with a **feeling of management and organization** - *setting goals, communications, utilising time, organisation, communications*

In **professional leadership:**

Professionalism, task-orientation, choice of path. We know what to do – the goals; and how to do them – the skills; beliefs – the educational credo, team leadership, communications,

In a **well-constructed and defined worldview in regard to the education and rehabilitation of her special-needs students.**

Beliefs – the educational credo – the belief that the child is

at the centre, that we let him be what he is, that his quality of life will be enhanced, that each one will fulfil his potential; to enable, not determine. Where we come from, messages that parents gave us when we were children"	
Planned Subject and Objective of Meeting: How leaders cope with teams – based on situational analysis. Presentation of Hershey &Blanchard's (1997) team maturity model as a tool for analysing situations and team-leader coping styles. **Reflective processes:** Narratives describing difficulties encountered during class/kindergarten teachers' daily work when filling their roles as case managers – relating to the theoretical contents **Description:** *"I have a highly talented girl in the class but I can't leave the rest of the class for her and deal with her affairs. I am already waiting 3 months for the school counsellor to do something".* *"The paramedical team and professional teachers have to be 'squeezed' to get anything out of them. I find it difficult*	**Complexity of role** **Disparity between role requirements and restrictions of authority needed to implement role** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her SEN pupils** **Ability to lead a team**

to get them interested in team meetings. In previous years they didn't connect to us at all. Now there's some improvement".	**Feeling responsibility regarding contact and communication with the team on the subject of pupils** **Disparity between role requirements and performance skills**
"I protest against the ordinary education system that can't cope with pupil's problems and puts them in special education. There are lots of pupils for whom the framework is not appropriate".	**Disparity between role requirements and restriction of authority needed to implement role**
Instructor's reflection: *"There is a conflict of interests between the inspectors and authorities and the school/kindergarten. Instead of co-operation, you're talking about directives without too much thought. The ordinary education system wants peace and quiet..."* *"When they told me that I have to be a case manager, I didn't understand what they wanted of me".*	**Disparity in role perception definitions and expectations between role holders and role definers**
"They bring in professional teachers who aren't suited to SEN pupils – they have no concept of special education. And when I go to the principal, she says that she has to fill the quota of hours for this or that teacher... What do I care	**Disparity between role requirements and restriction of authority**

about that? She should get the teacher to decorate the school during those hours... the teacher suffers and the pupils suffer. They don't attend meetings and nothing is done about it". *"There are typical characters who won't help... there's no one to talk to. The management is aware of the situation and tries, but there is no flexibility!"* **Reflection: *"You see the reality. What should be changed? But how should it be changed?"*** **Reflection** The participants' words relate to a large number of criteria which express multiple issues connecting coping with conflicts encountered during role performance. The climate of the meeting was very tense and created a feeling of difficulty and frustration in describing the difficulties the participants raised regarding their role perception. The awareness of the participants of the difficulties and the ability to define them composes the beginning point of the development process that they are going through in the framework of this training. The level of the difficulties and conflicts they raised made me feel even stronger about the essential need for such a process.	**needed to implement role** **Ability to lead a team** **Disparity between role requirements and performance skills** **Disparity between role requirements and restriction of authority needed to implement role**
Planned Subject and Objective of Meeting: Development of participants' awareness of their strong points in their functioning as leaders and team managers. This is achieved by making the participants aware that they	

have leadership powers and helping them understand the skills they would like to acquire and develop. 'My dream – How can I realise it?' 'Recognition of the leadership strengths in me:' 'What knowledge, skills and beliefs would I like to acquire?' **Description:** *"A dream about stability, a permanent place. It takes me time to get to know the system and the entities operating in it – how to find my way around and how to approach everyone, for instance, the school secretary. I cart equipment from place to place, lose myself (SEN teachers often change schools according to need), a sort of loneliness…I want to return to my old school – it has resource rooms for special education pupils. Here I feel that I am tiring the school principal with my requests."* **Reflection:** *"You are looking for permanency, attention, and the physical conditions to treat the pupils correctly through teamwork that enables professional development."* **Instructor's question:** *"How will you overcome the obstacle?"* **Response:** *"I want to share my thoughts with the decision makers. I don't know who they are. From the perspective of intrinsic energy, I am capable! If they have the ability to listen – and that I'm not sure of."* *"My dream is that they separate us from the bureaucratic*	 **Disparity between role requirements and restriction of authority needed to implement role** **Disparity between role requirements and restriction of authority needed to implement role**

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part. We get together for team meetings twice a year. I catch the teachers in corridors or on playground duty. We did something nice this year: The professional teachers sat in rooms and we class teachers went to them to generate collaborative thinking. It's difficult to arrange a day when everyone's at school. If I give them an article on the subject – they'll throw it away. But if I explain...that's different. "	**Ability to lead a team** **Disparity between role requirements and performance skills** **Feeling responsibility regarding contact and communication with the team on the subject of pupils and for formulation, implementation and assessment of the ISP**
Reflection: *"You take on a lot of responsibility in co-ordinating and instructing the team that works with your class. You make sure that everyone knows everything. Definitely the role of a case manager"*. **Response:** *"I'll put more thought into it so that I don't miss anyone!"*	
"My dream is that everyone will think about the good of the kindergarten children: That they don't move us from building to building, that they send suitable assistants, that the inspector fulfils her obligations towards the kindergarten – that's what I'm fighting for. "	**Disparity between role requirements and restriction of authority needed to implement role.**
Instructor's question: *"Do you have the strength?"* **Response:** *"It comes in waves until I become exhausted."*	**Ability to define a need for change and lead a change**

Reflection

The words of the participants were heard during this meeting in a reference to their ability to define the conflicts they copy with, though there is a large disparity between his ability and their personal feeling in regard to their ability to identify and lead a change in areas that make their work more difficult. Indeed, coping with leading change when the headmaster is uncooperative demands a lot of personal and professional growth, as well as a sense of high capability on the part of the person wishing to lead change.

The participant's expressions in regard to their dream of being leaders/managers of an interdisciplinary team, and regarding what they need in order to realize that dream, touched the issue of **coping with conflicts while fulfilling their role - the complexity of the role, the disparity between the demands of the role and the restriction of authority to implement role-** the words of the participants that referred to this criteria criticized the education system for not fulfilling the basic physical needs, such as a constant work place and proper treatment rooms; this, in order for them to fulfill their role as managers and leaders of an interdisciplinary team. Their words also pertain to the professional aspect of the administrative education system surrounding them:

School headmasters of special and regular schools, which are not aware of the special needs that are necessary for the process of building the personal education plan, its implementation and assessment; of the need for constant communication with the staff regarding the students, which necessitates listening to their needs, discussing the problems that are raised and solving them, as well as

making decisions in the consultation model in regard to the special education program. All these originate from the knowledge and faith of the ones constructing the worldview in the area of special education. School headmasters should be part of the process and enhance it by setting aside a special time in the system, building system processes that will enable the construction of an education program, implementing and assessing it. From this place they could enforce their authority and leadership in order to succeed. The teachers express a **sense of professional leadership** here – they have the **ability to define the need for change** but feel that they lack the **ability to lead the change**. By doing so, they show the way they **cope with a conflict** which is expressed in the **disparity between the role requirements and performance skills**. Instead, they feel they lack the leadership skills that could help them to recruit the head master to aid them to perform their role, which has a **feeling of management and organization, a responsibility regarding the communication with the staff about the students, a sense of responsibility regarding the construction of a personal education plan, its implementation and assessment.**	
<u>Planned Subject and Objective of Meeting:</u> Imparting knowledge and recognising the importance of the profession as a mandate for professional leadership. **<u>Description:</u>** **Instructor's comment:** *"Where the system says it's impossible – we say it's possible. For instance: mainstreaming difficult pupils in ordinary education. But*	

to accomplish it we must be leaders with knowledge, beliefs and skills; in other words – highly professional leaders." "*There is a sixteen year old boy in my class who soils his trousers and they have to be cleaned. He's already an adolescent! The assistant takes it personally and thinks he does it to spite her...she says that she's not working in a nursing home. The assistant doesn't change him and its left up to me*".	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils** **Ability to lead a team** **Disparity between role requirements and performance skills**

Instructor's questions during the discussion: *"How can we get the assistants to co-operate and adopt the basic belief that the child is special, miserable, that he doesn't do what he does specifically against them, but that it's a physiological or psychological problem?"* *"How can you get the child's parents get him professional help?"*

Reflections during the dialogue: *"You're granting two 'exemptions' – one to the parents and the other to the assistant, and you're not dealing with the problem... Not treating this type of problem is parental neglect, for which there law-enforcement procedures, attained by convening a placement committee and recruiting experts from within the system"*.

"*If there is a family secret (as the teacher says), do you know why you have to expose the secret? What will you tell the parents in a discussion with them? How will you talk to them?*"

One of the suggestions *"Through information from an article on the subject".*	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils
"I have received reinforcement from you that it's neglect and that the child's psychological status is at risk".	
"...What can I say – I am beginning to understand".	
"... and how – through an article that I will read on the subject".	
The group empowers the participant:	
"I have had experience with 3 children who had to go to a welfare officer".	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils
"...a feeling of empathy towards a child in distress"	
"...experience in the beginning of the year with pupils who defecated in class".	
Question: *" How did you deal with the ethics involved in talking with the parents?"*	
Response: *" The parents were different from those we spoke about before. I knew that the door would be opened and that it would be possible to decode the secret. The mother was in distress and co-operated."*	
To summarise: *"Repeat reflection: Why is it important to disclose the secret? What should be said? How should it be done? – Professional knowledge, trust and skills for communicating with team / parents all help open closed doors".*	

Reflection

The words of the participant regarding the 16 year-old student studying in her class show a low **ability to lead a team** in regard to the ability to lead the interdisciplinary team towards a cooperation out of a professional understanding of the student's special needs, after a joint discussion which involved processes of raising the difficulty, a discussion with the staff and the parents in the consultation model, and making decisions in regard to the ways to work with the students.

The meeting was very hard for the participant, because of the child's bad difficult case. The people surrounding her reacted out of a will to support and aid her. The special situation the participant described was created because the participant tends to take responsibility on herself, has difficulties in defining roles and distributing authority, lacks experience in teamwork and working with the parents using a consultation model, as is requested in similar situations. She showed lack of professional knowledge regarding the diagnosis of the problem the student suffers from, and was also unknowledgeable regarding the management and leadership of an interdisciplinary team in which similar techniques should be used.

The group participants reacted to her words emotionally, while the host made them see the canonic knowledge facet – the psychological and physiological causes of the child's condition, as well as the professional facet – management/leadership on the subject of teamwork with the class staff and the parents, who are full partners in solving complex problems such as this one.

Planned Subject and Objective of Meeting:	
Imparting knowledge and awareness of the place of 'My / our vision'	
Description:	Kindergarten/class teachers as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils
"To be better people – in other words, that people will know how to accept diversity that goes beyond their own. That my pupils will accept their own diversity and that of their peers".*	
"Happier pupils – in other words, that my pupils will hold their head high, smile, and not be embarrassed that they are different; that they realise their personal potential despite their difficulties and diversity and the problems posed by the assessment system; and that they know how to accept themselves despite being different physically and/or mentally and despite not being accepted by society. Preparing them in readiness for independence, enabling a life that is not perpetually achievement-oriented, thinking about the human being in the individual without constantly measuring achievements."*	Kindergarten/class teachers as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils
"To love my pupils with real feelings (from deep inside me) – when I love them like that (points to her stomach), they function differently. Narrative: A child turned to drugs because of a family crisis and as a result of my regular phone calls, encouragement and perceptual support he returned to his studies and normal functioning".*	Kindergarten/class teachers as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils
"Belief and ability to give maximum consideration to the child – in other words, that the team really will be more*	Kindergarten/class teachers as having a

professional and will understand, accept, and not reject, SEN pupils. Since we believe, we take steps towards achieving goals."	**defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils**
In the end of the meeting, we summarized the principals constructing the professional vision of the group, and every participant received the summary and related to it:	
The words of the participants included the following principals:	
* The basic meaning of our existence is to help / educate / rehabilitate students with special needs	
* The principal of accepting the child and his family	
* The principal that "the child is in the center"	
* The belief in the potential of the child - where others did not believe in him: enable - do not keep fixed.	
* Enable a "quality of living" during the rehabilitation process of the student	
* The belief that one should continue and invest resources and look forward towards the future, and then test to see whether this belief was fruitful. That is why one must enable and not keep fixed.	
Following this process the participant wished to obtain more faith and ability for consideration with the child's needs. They also wished to acquire more skills:	
* To learn to implement authority - "it's what is most	

difficult and most important!"...

* To learn to implement a communication style that is relevant to the situation

*To know how to diagnose/recognize a situation where there is a certain conflict and identify the style of leadership one needs to implement in order to reach the goals for the advancement of the student.

Reflection

The analysis of the participants' words regarding their vision of their work in special education, points to the fact that all the ideas they raised had to do with the criterion of **self-perception as a leader/manager while fulfilling her role – the teacher as one who has a well-constructed and defined worldview in regard to the education and rehabilitation of her special-needs students.**

The skills the participants wished to acquire during the training and still lack are related **the ability to lead a team** – authoritativeness, ways of communication that are suitable for the different situations existing in the framework of their role perception as manager/ leader, their ways of coping with a variety of situations that demand skills of performing leadership styles that are relevant to the situation. The basis to these requests is the criterion of **coping with conflicts while fulfilling a complexity role and the disparity between the role requirements and performance skills.**

The ability of the participants to define the skills they lack,

out of reference to communication methods and leadership styles, has to do, in my opinion, with the process they underwent in the training so far. The lectures in which they were given theoretical material on these subjects and the discussions held in the meetings following the lectures, in which the participants raised relevant situations from their work life. The request of the participants for "*more faith and ability to be thoughtful towards the child and his/her needs*" apparently results from their difficulties in coping with the students themselves and the organizational everyday working environment – the interdisciplinary team working in the educational framework they lead, parents and elements from the organizational environment with which they come into contact with while fulfilling their role.	
Planned Subject and Objective of Meeting: Developing reflective processes relating to the participants' leadership skills. What beliefs would I like acquire in the area of teamwork leadership and management? What knowledge would I like to acquire in the area of teamwork leadership and management? What skills would I like to acquire in the area of teamwork leadership and management? **Description:** *"An autistic pupil is mainstreamed in my class and receives close support. The team doesn't attempt to cope with him, and worse than that - ignores him. It is my belief that the child is entitled to the maximum and to study like every*	Kindergarten/class teacher as having a defined and structured worldview regarding

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other pupil in the class, irrespective of the fact that he has a helper with him all the time."	the education and rehabilitation of his/her SEN pupils
Knowledge: *I want to be well informed and teach the staff how to work with him; what he responds to and how to approach him; to be familiar with his abilities and achievements in different areas.*	**Ability to lead a team** **Ability to identify a need for change and lead the change**
Skills: *"The ability to be persistent!? To demand!? To act as a mediator for the team, to answer the members' questions and solve difficulties and problems. To possess the abilities of a professional instructor regarding all matters connected with this pupil".*	**Ability to lead a team**
Reflection The participant relates to the situation where an autistic student is put in her class, where there are students suffering from mild retardation. Her words result from her beliefs and values, which **construct her worldview regarding the education and rehabilitation of her SEN pupils.** She also finds a need to acquire information and skills in the area of her sense of **the ability to lead a team.** Cataloging the elements of professionalism to knowledge, beliefs, values and skills – contributed to the participant being very defined in the contents she brought. The ability to define in the group discussion also expresses the inner order that this understanding created in her thoughts and the	

process she undergoes in such a case. Other participants also underwent a similar process themselves and therefore accompanied their friends in the process they were going through.	
Planned Subject and Objective of Meeting: Teamwork – theoretical knowledge concerning interdisciplinary team leadership and management: Team development, parameters for interdisciplinary teamwork aimed at formulating and evaluating individualised study curricula. Participants' attitudes towards contents presented by instructor. **Description:** *"In my previous school, where I worked for a longer period of time, every subject taught by professional teachers in the special education class had to be broken down into the smallest components".* **Instructor's question:** *"What goal did you define for yourself in order to deal with this problem?"*	**Feeling of responsibility regarding formulation, implementation and assessment of the ISP** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils** **Disparity between role requirements and performance skills** **Kindergarten/class teacher as having a**

	defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils
Response: *"That every teacher in the team will relate to the SEN children in my class".*	

Reflection

The problem the participant raised during the discussion points to her being someone with a **self-perception as a leader/manager** while fulfilling her role. The feeling of a problem that the participant exhibits originates from a **feeling of responsibility** she has regarding the issue of **connection and communication with the team regarding the pupils and formulation, implementation and assessment of ISP**

The understanding she has about the need that every staff member entering the class will be informed in the details of the personal education plan also originates from her being **someone with a constructed and defined worldview in regard to the education and rehabilitation of her SEN students.** She also expresses **coping with a conflict while fulfilling her role,** which has to do with a **disparity between the role requirements and performance skills.**

In this part of the training I could sense that the lectures in the area of leadership and management of an interdisciplinary team that works in the framework of the education the participants lead, created a fertile ground for studying colleagues out of reflective thought and personal development. It is substantially clear that the participants come to the training willingly and receive a lot from it. That is why I dedicated the following meetings to a discussion

about the difficulties that rise in their work.	
Planned Subject and Objective of Meeting: Difficulties connected with teamwork encountered during routine work. **Description:** *"Difficulty in getting professional teachers who are not special education teachers to listen about SEN pupils' needs".*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils** **Ability to lead a team** **Disparity between role requirements and performance skills**
"Difficulty in getting school management to listen about the subject of the needs of SEN children with regard to equipment and resource room. The matter demands huge amount of energy from us".	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils** **Disparity between role requirements and restriction of authority needed to implement it**

"The school teachers and management (in an ordinary school with a special-education class) did a professional advancement course on the subject of 'emotional intelligence'. The teachers were given a project in which they had to present an activity on the subject of emotions. The task was entitled 'Which emotions are more significant – pleasant or unpleasant?' I worked with the teachers who teach the year that includes my class. One of the teachers said: 'Emotions -that's not for me'. ...an interesting variance emerged between the classes in a subject that distinguishes between pleasant and unpleasant emotions. **I asked the teachers to analyse what happened in the classes together with me. Nothing came of my request. They didn't want to. They showed no interest in teamwork. I did everything by myself; I presented it in front of everyone. I had to lead the entire process.** I showed the teachers what I had built by myself. In the end they said that it was very interesting that 'loving' a teacher is most significant in a certain class, 'loving' friends is most significant in another class, and that in my class, loving parents is the most significant. Teachers tend to steer clear of new experiences. It's threatening in a team (when I am the special education teacher and the others are ordinary-education professional teachers) and in a group. The feeling that I am better than them ...its requires endless energy of me ...impossible"	**Ability to lead a team**

Reflection

The analysis of the words used by the participant shows that the role perception of teachers leading special education frameworks, which are active in the framework of a regular school, is complex. The complexity is

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expressed by their need to be leaders of regular education staff members that are not qualified for special education and do not have their worldview, which is based on beliefs and values, knowledge and skills in this area. They need to make these people, through their professional leadership ability, to understand the needs of their students. In this area, they express a gap between the awareness for the need for change, and the lack of skills to achieve it. They also recognize the change they must undergo; however, meanwhile, this gap causes a feeling of anger felt by the special education teacher towards her regular education colleagues.	
Planned Subject and Objective of Meeting: Collaboration/collegiality in teamwork – lecture and participants' opinions, clarified through reflective thinking. **Description:** *"There is no choice, you have to get hold of one teacher each year and give him/her intensive instruction".* *"And where is the school principal?"* *"School principals want peace and quiet... they have the noise of achievements...you have to maintain reciprocity and equality between colleagues... "* *"You have to prepare every meeting properly. You mustn't fail... it threatens them, requires a lot of changes – both in thinking and in doing. It's a real transformation getting to know SEN children ".*	**Ability to lead a team** **Disparity between role requirements and restriction of authority needed to implement it** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and**

	rehabilitation of his/her SEN pupils
	Ability to lead a team
"Last time we spoke about team maturity. Both members of my support team are motivated, do professional advancement courses and want to work. I told them about what happened here in the workshop – and they felt that I think of them as a mature team. So one of them said to me: So what if the class manager has a problem? So I said: We also talk about that."	**Ability to lead a team** **Disparity between role requirements and performance skills.**

We analysed what would happen when the manager has problems in the areas of motivation and/or knowledge. We spoke about the leader – how he/she should speak in different types of situations. So the team can also communicate with the leader

Reflection

An analysis of the words of the participants in this session also points to the difficulties the participants have when confronting the organizational and human environment of regular education. In this setting, they feel they lack the ability to lead change with the persons involved.

They turn to the school headmaster, who, from their point of view, should aid them, though in reality he is not there for them. Therefore they feel quite alone, and that there is a need for them to be highly professional, in order to succeed in their efforts to lead change.

From the depth of the difficulty and frustration described in dealing with this conflict, one of the participants turns to

the team maturity model (Harshy & Blanshard and Freedman) and recruits, in this model, the power to cope. Thus the conversation goes from a place of describing the conflict, to a place of **disparity between role requirements and performance skills.** In this case, she goes through a process from a place of difficulty, to a place of understanding the need for change, in acquiring professional knowledge, which originates from her **ability to lead a team and well constructed and defined worldview in regard to the education and rehabilitation of SEN pupils.** Analysing the process the participants underwent in this session, show the change the training enables the participants: going from a place of conflict, manifested in the feeling of incompetence to lead a process, to a place that enables them to purchase theoretical knowledge and has a connection with their professional practice. This transition is dramatic and even exciting. It gives the participants a sense of power/ability, which Is one of the central needs the participants expressed in the beginning of the training.	
Planned Subject and Objective of Meeting: The ability to change. Crisis management and leading change – theoretical knowledge and participants' attitude towards the subject. **Description:** *"Every year children join who have such severe problems that they upset everything that we tried to do and change*	**Disparity between role requirements and restriction of authority**

*the order in the kindergarten. **I want to be strengthened by this course** and acquire tools to **enable me to communicate with senior levels** and recruit the system so they understand what happens in treatment kindergartens and that there are other children in the kindergarten who pay the price... including me...**that's my goal here!** The children in the kindergarten have diverse and varied types of special needs including PDD, emotional problems, developmental retardation, family problems, etc. Children turn up during the year...this year at least I succeeded in making sure that the level of the children was compatible with the standard. I have a child at the kindergarten who reigns terror, violence and aggression against the team and pupils. We pray each day that the day will end safely...*	needed to implement role **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils**
We called the inspector and local authority representative. One of the problems is that we aren't prepared in advance concerning the problems presented by children who will be entering the kindergarten. The question is: is a kindergarten of this type, where there's such an accumulation of behavioural and emotional problems, really necessary?	**Disparity between role requirements and restriction of authority needed to implement role**
I left the meeting with the inspector and local authority department very hurt. Instead of appreciating our hard work – I received a slap in the face. They said to me: 'You are a kindergarten teacher and you have to cope'. Last year there was a case with a child with severe psychiatric disturbances whose parents' refused to have him hospitalised.	**Disparity in role perception definitions and expectations between role holders and role definers**
I am fighting the system...I want the system to know the price that we pay! We, and the other children, who also attend the kindergarten to receive special treatment and	**Disparity between role requirements and restriction of authority needed to implement**

don't receive it because of a child like that.	**role**
It's absurd that they tell me that I have to cope alone! They should bring a psychiatrist."	**Disparity in role perception definitions and expectations between role holders and role definers**
Instructor's reflection: *'The kindergarten is entering a crisis'.*	
Instructor's question: *"What should be done? Since the inspector and local authority don't appear to be partners in solving the crisis, how can we turn them into partners?"*	
Reflection for kindergarten teacher: *"You said "I am standing up against the system"; "I want to recruit the system". Define a clear objective – with 'recruit' as the keyword, since you said you want tools and strength to cope with the problem – give it a try".*	
Summary: Professional knowledge regarding crisis management + professional language = recruitment of partners (parents and inspector/authority) towards an understanding of the situation and solution of the problems.	
Reflection	
Following the words of the participants in the last session, the participant relates to a situation that describes **dealing with conflicts while fulfilling her role** as a special education framework teacher, manager and leader.	
The participant asks to be empowered by the processes she	

undergoes in the training, and receive a sense of personal capability to lead the organizational system she works in, in order to understand the needs of her special-needs students.	
The topic of this conversation is taken from the contents raised by the participants in the previous session. The ability to define a need for change and lead the change exists in the participants' awareness. In this conversation I wished to get them to ask "how?" Therefore the discourse on handling a crisis situation was done by asking questions, in order to stimulate the thoughts of the participants, regarding the possibilities of coping in crisis situations, which have a sense of difficulty and a conflict that seems to them impossible to solve.	
Only after a long conversation we arrived at some of the conclusions stated here.	
In fact, the participants were given a tool in this session, to describe a crisis situation, an understanding that there is a possibility to manage it, using professional leadership and teamwork. The session caused a sense of empowerment of the personal capability of the participants through causing them to think, find possible solutions for difficult situations they would want to change in the scope of their role as managers/leaders of a special education school/kindergarten class.	
Planned Subject and Objective of Meeting: Intermediate summing up: What have I received from the meetings? A designing assessment.	

Description:	Ability to lead a team
"In the beginning I thought about managing a class – 'What?! Me manager of a class?', 'Leader?! These meetings have reinforced my belief that I must stand firmly on my feet and not give in. To fight the school for the class's rights. To speak about problems – because we have no one to share them with. At least I speak with the team working with my class."	Ability to identify a need for change and lead the change Change has occurred
"In the beginning it seemed strange to me, but with time I feel that... I didn't believe that the physical education teacher doesn't co-operate with me. I went to the head teacher and didn't give in. I feel that I've accepted the idea that I am the class manager, and I'll decide what will be and how it will be".	Ability to identify a need for change and lead the change Ability to lead a team Change has occurred
"This group became a support group for me, particularly during the period when it was important for me to talk about my problems. I adopted the subject of coping with difficulties when the system doesn't help, or contribute."	Ability to identify a need for change and lead the change
"The part about authority – to know to insist on what I think has to be insisted on. We fixed a team meeting for the class. The assistant didn't come the day before the meeting because she was ill so I cancelled the meeting. We had to set another date, which meant that the assistant had to stay an extra hour after work – I was firm and insisted that she stay (which would not have happened previously...)."	Ability to lead the team
"I found myself here and it has provided me with approval, confirmation and mandate of feelings I previously had but didn't dare to... I didn't know until now about the concepts of class manager and case manager. The meetings here have given me the strength and confidence to make	Change has occurred Disparity between role requirements and restriction of authority

decisions, even when team members are older than me (and could be my parents...) because that's how I understand that things should be".	**needed to implement role** **Ability to lead a team**
Reflection The words of the participants define, in the constructive assessment, the change they underwent during the training. Their words show a **change in self-perception as manager/ leader while fulfilling their role** from class home teacher role set to a role perception of leader/manager of a special education class/kindergarten. According to them, the training gave them the **ability to deal with conflicts while fulfilling their role** wherever they met with a conflict that had to do with **the disparity between role requirements and performance skills**: To put their foot down and not give up, to decide, to know how to talk over problems...with the (interdisciplinary) staff, working in the educational framework which they manage/lead. The training enabled them to deal with the conflicts that originated from the disparity between role requirements and restriction of authority needed to implement role. And the disparity between role perception definitions and expectations between role holders and role definers. Here they acquire and develop the ability to have an ability to cope with the role senders and the supporting organizational environment where they do not cooperate.	
Planned Subject and Objective of Meeting: Reiterating what we have taken from the group up till now.	

Summary and redefining issues: How do you feel about it? **Description:** *"The strength to do".* *"Ability to exercise authority – to tell people what to do. (I felt that this is a strong statement containing the concepts: power - ability - authority)."* *"I think that during the course of the meetings I supported the idea of being able to be authoritative; when it happened I was a little alarmed by the feeling of 'power' and then I felt 'WOW'!"* *"For me, it actually provides a lot of strength. Today I felt that I exercised authority. I thought about you and I said what had to be said".* *"Today the assistant felt that she isn't involved because she isn't included. I am happy that she learned to tell me things not in the children's presence. So we went outside and she told me what's bothering her. It's a blessing!"* *"It's a shame that I didn't take this course 20 years' ago. I would have developed and grown a lot. Now I'm learning how I can do that next year, since it's difficult in the middle of the year. I have an assistant who makes sour, offended*	**Ability to lead a team** **Disparity between role requirements and restriction of authority needed to implement role** **Ability to lead a team** **Disparity between role requirements and restriction of authority needed to implement role** **Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils** **Ability to lead a team** **Disparity between role**

faces. The principal told me that I have a good and generous heart and that's why the assistant plays on my conscience. I still can't tell her that, but I've learned to ignore her. To be strong." **Reflection** The words of all four participants (who talked during the session), show a contribution of the training in terms **self-perception as a leader/manager while performing their role**. Three of them describe the contribution in words that express a **sense of power** and also a **feeling of authority**. It is clear from their words that they had a low sense of these feeling before the training and they are aware of the change they underwent in this area. The teacher's words regarding the achievement of change in methods of communication and working methods with the assistant, which in the past were a significant difficulty in her expression of herself as owning a **well constructed and defined worldview in regard to the education and rehabilitation of the special-needs students**, shows a development of the teacher in terms of the **ability to recognize the need for change and lead change,** as well as **the ability to lead a team.**	**requirements and restriction of authority needed to implement role**
Planned Subject and Objective of Meeting: Presenting day-to-day situations that stimulate thought about what happened/is happening. **Description:** *"I have an assistant who is disabled. We define our expectations, and I tell her things ahead of time. That's how I am. I have patience. These things are very important to me: First of all, the child at the centre, he*	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured**

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should be happy, at one with himself. I devote time to personal welfare and discipline. My assistant tells me with reference to a certain child that its 'a waste of time', but I continue and don't pay attention. I say: 'We are like a marriage – if we want, it will be bad, but if we want and try – it can be excellent for us'."	**worldview regarding the education and rehabilitation of her pupils** **Disparity between role requirements and performance skills.**
"I feel that I get a lot from the pupils and parents; I feel that I create and do things that I am developing. The assistants don't do enough and don't contribute enough. They don't come to parents' evenings and therefore miss out on the satisfaction transmitted by the parents and don't receive their thanks. They are easily offended, even when excused for their inactivity – it's a feeling of rejection or they feel unwanted".	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils** **Disparity between role requirements and restriction of authority needed to implement role**
"This year we decided on a time that the class teachers and assistants would meet together – but nothing happened, only letting off steam".	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils** **Disparity between role**
"I feel that I devote energy to the assistants' feelings, instead of devoting energy to taking care of the children's	

welfare. ”	requirements and performance skills.
	Ability to identify a need for change and lead the change
	Ability to lead a team
	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils
	Disparity between role requirements and performance skills.
	Ability to identify a need for change and lead the change
Instructor's Reflection: *"There's too much 'I' here, and where is co-operation with colleagues?*	
You have to move to a style of speech and thinking that includes 'Lets think together' and 'We'll solve the issues together'. It's important to listen to the rustling around you, to see what's still not OK and to try to solve the issues together.	
'I've had enough of it and can't stand it any more'. That shows that you want to do something – so what are you doing? What resources do you have to solve the problem?	

– The understanding, will, recognition of the need to change, belief in what you want to change, belief in the goal and knowledge – knowing how.	
The skills – knowing how to communicate, knowing how to raise issues. Mapping strong and problematic points – building a profile of the problem – finding ways to solutions".	
"The problems with the assistants are consuming and tiring. I always have two assistants – one good one and one less so. I check how I am acting. This year I am calmer with them. After solving the crisis with the pupil, the kindergarten has become more relaxed. "	**Ability to lead a team**
"You need a set time in the schedule for routine communication concerning day-to-day matters: When the pupils are eating, but there are places where eating is a treatment lesson in itself. "	**Feeling of management and organization** **Ability to lead a team** **Ability to identify a need for change and lead a change** **Complexity of role**
"There should be written dates and fixed procedures. There used to be time to transmit information. If time is allocated for it in the timetable, it can work. There's a problem with professional teachers who are not always present. "	**Disparity between role requirements and restriction of authority needed to implement role** **Ability to lead a team** **Feeling of management and organization** **Ability to identify a**

| | need for change and |
| | lead a change |

Reflection

The first participant presents a difficulty in leading the assistant working in her class. This feeling of difficulty originates from the gap between the **professional leadership** of the teacher which is expressed by her owning a **well constructed and defined worldview in regard to the education and rehabilitation of the special-needs students.** However, where she feels secure regarding her beliefs, values and worldview, she finds difficulty in **leading the staff-member - the assistant,** and communicate her worldview to her, which constructs the **sense of responsibility** she owns in **regard to communication** with the staff and a **sense of responsibility she has in regard to constructing a personal education program, Implementing and assessing it.** This situation leads her to **coping with conflicts while fulfilling the role - the complexity of the role, the gap between the demands of the role and the skills needed in order to fulfill it.**

The subjects other participants bring up also show a difficulty in **self-perception as leader/manager while fulfilling the role,** especially in the area of sense of **professional leadership - the ability to lead a team.** In this case, as in the other, things lead to **dealing with conflicts while fulfilling the role - the complexity of the role, the demands of the role and the skills to fulfill it.**

The participants' words show, for the first time, that they are beginning to make suggestions to solve the problems they meet in their everyday life. It is clear that they have

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began to internalize the principals of managing such as: *"You need a set time in the schedule for routine communication concerning day-to-day matters"*	
Planned Subject and Objective of Meeting: The struggle between what we have been taught and what is necessary. The leader's obligation towards the organisation and mission and barriers standing in the way. Defining difficulties. What extrinsic and intrinsic coping resources do we have to overcome the difficulties? How do we overcome the difficulties? **Description:** *"What's connected to teamwork - I want to do it properly. I always thought that I worked in the correct manner with the class and team and now I understand that there are things that I must change. It's sometimes difficult for me to understand that I am the manager and leader, because I don't believe in myself. There is a barrier that makes it difficult for me to see myself as a manager/leader and I don't see myself as such. It's difficult for me to be assertive. Relative to myself, I've changed for the better, but I still need to improve. I believe in intuition and I don't know how to make precise definitions. I find it difficult to express myself and say things".*	 **Change has occurred** **The ability to identify a need for change and lead a change** **Ability to lead a team** **Feeling of management and organization** **Disparity between role requirements and performance skills** **Ability to identify a need foe change and**

	lead a change
Instructor's Reflection: *"You want 2 things – (assertiveness) – to say the things pleasantly and to say the things clearly".*	
"It used to be rude to say that the teacher is a leader. You have to make a turnabout".	**Change has occurred**
"You have to use the term 'class/kindergarten manager' when you're talking to the team. The team does not know that this is our role definition."	**Change has occurred**
"There was a time when people respected my status, but no longer".	**Change has occurred**
Instructor's Reflection: *"Does your inner speech say to you that you are the leader?"*	
"I can say to myself, 'I can consult with the team', but in the end I decide by myself".	**Ability to lead a team**
"I want to be like a manager and impart a feeling of partnership, but incidents have occurred when I need new, significant and assertive authority, and it's very difficult for me in those situations."	**Ability to lead a team** **Feeling of management and organization** **Ability to lead a team** **Disparity between role requirements and performance skills**
Instructor's Question: *"How is it possible to arrive at a situation in which the class/kindergarten teacher defines matters clearly and assertively, and yet still transmits a*	

feeling of partnership? How can you phrase what you say in a clear and assertive manner"? *"I must connect with a 'source of strength' which whom I can consult and who will help me – someone I rely on – so that he/she can give me confirmation that I am acting correctly, and can tell me how to phrase my words. I feel it intuitively, but I'm not convinced. I see the 'source of strength' as an opportunity for mutual discussion that helps me experience inner speech, by means of external speech".*	**Ability to lead a team** **Feeling of management and organization** **Disparity between role requirements and performance skills** **Ability to identify a need for change and lead a change**
Colleague's reaction: *"Your intuitive feelings are very correct and you must rely on them".* **Colleague's reaction:** *"You'll find it inside yourself – don't go to get strength from another place. You're actually the one to decide and you are yourself just as you are."* **Colleague's reaction:** *"In actual fact, you are asking for the strength that will help you to strengthen yourself".* **Instructor's reflection:** *"A source of strength is a very positive thing: Authority by power of knowledge, age, experience and wisdom."* **Reflection** The reaction of the colleagues to the words said by the participant show lack of a clear sense of management and leadership skills in their role perception, as well as a low feeling of personal capability to perform their role behavior as leaders/managers - in the manner that they perceive	

themselves and in the manner the environment accepts their role definition as managers/leaders.

These reactions show that while the participants were **dealing with a conflict while fulfilling their role: – a disparity between role requirements and performance skills**. This following the expression of the change in the perception of role – **there is a change.**

The answer the participant gave to the host's question, when she shares that she needs a "guiding figure", also shows about **dealing with the same conflict and her need for reflective** "after action" thought, which has to do with the process of personal development she undergoes in relation to her **self-perception as leader/manager while fulfilling her role.**

The reaction of the colleagues to the words of the participant, where they encourage her to trust her intuitions and her inner powers, shows that they understand the need for a sense of high personal capability while fulfilling the role. However, it is clear from those reactions that they still do not understand the importance of reflective thought for personal development, as a basis of personal capability. Only one response out of all the responses was empathetic and supporting of the need for reflective thought and guidance: In actual fact, you are asking for the strength that will help you to strengthen yourself".

It seems that as a result of this process, the reactions of the participants about the presentation of this model express the existence of a reflective thought process they underwent, and two of them brought a description of situations where there is an expression of the **ability to identify a need for change and lead the change** while they work with the staff

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in their class. This, out of a **self perception as a leader/manager while fulfilling their role - a sense of professional leadership - the ability to lead a team.** The positive expression in their functioning shows they have a high sense of personal capability in this area.	
Planned Subject and Objective of Meeting: Difficulties that the members of the group contend with in their day-to-day lives' role-set. **Description:** *"Our clients are the pupils, parents and team. Take the placement committee as an example – I worked with the parents, prepped them clearly about what the placement committee would be offering them regarding middle school. A pupil suffering from William's Syndrome, a sweet girl, but obviously exceptional in the school scene, can't continue on to a special education class in an ordinary middle school. We already agreed with the parents a few months ago on a suitable framework. But when they got to the placement committee, they raised difficulties. "* **Instructor's reflection:** *"To what extent were the parents partners in the decision? Did you simply inform them of the decision? Did you accompany them when they were taken to see the new school"* *"We didn't accompany them, but only spoke with them. Some of the girl's behaviourisms during the year proved that she couldn't learn in an ordinary middle-school".* **Instructor's question:** *"Why was it that the inspector on the committee was the only person able to persuade the parents to go to the proposed school?"*	**Feeling of management and organization** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils** **Disparity between role requirements and performance skills**

Reflection: We reflected on the behaviour of the inspector at the committee and on the relationship that she built with the parents, based on the teacher's narrative:	
"The inspector showed real pleasure when she heard from the parents how their daughter had advanced over the past years since she began learning in a special education school, and that was very important for the parents. She had already created a relationship based on trust in her professionalism from the time she first sent the child to special education, and that's how she succeeded in persuading them".	Ability to lead a team
"There was a case in which another pupil was brought to the placement committee in preparation for the continuation of his studies in middle school. It also didn't go as I expected. We thought that the pupil needed a psychiatric framework. In this case I wasn't prepared, since the grandmother, who raises the child, considers the school principal and myself to be her enemies. The welfare department didn't attend the meeting and the pupil wasn't diagnosed. The inspector greeted the grandmother by praising her for her devotion to the child and for the fact that she fights to make sure he has the best, just as she does for her other grandchildren. The grandmother then proceeded to produce a psychiatric diagnosis, which she herself had initiated, and handed it over to the members of the committee..."	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils
	Disparity between role requirements and restriction of authority needed to implement role
	Disparity between role requirements and performance skills
	Ability to lead a team
Reflection: We analysed the relationship that the inspector generated with the grandmother – she gained	

the grandmother's trust through her empathy and appreciation of all that the grandmother had done. This resulted in the grandmother co-operating, rather than fighting the system as she had done up till then. **Colleagues' reactions:** *"I never used to think it was necessary to compliment the assistant on every little thing that she does, and now I do it. I know that I must give even more reinforcements. In that way I gain her co-operation and she has more motivation".* *"...I felt that I couldn't stand the assistant's behaviour any more; I told her that we are teaching the children to give each other constructive – and not destructive – criticism, and that her criticism of me undermines my authority. She agreed with me and after that took me aside when she wanted to criticise me. She used to try to make me fail in everything. "*	**Disparity between role requirements and performance skills** **Ability to lead a team** **Disparity between role requirements and performance skills** **Ability to lead a team**
Planned Subject and Objective of Meeting: Learning by analysing success components of performance staged by the special education school (performance was optimal in terms of technology, operations, team professionalism, public relations, and the student's accomplishments in song and dance). The performance helped the audience to feel much more empathy and respect for these pupils. Going over the events and analysing them in professional terms related to team management and leadership. Knowledge, beliefs and skills. What each participant takes from these things – reflective thinking, 'auto-dialogue'.	

Description:	
Description of the school process: we thought about the performance (school managerial team and thinking team set up specifically for this purpose).	**Feeling of management and organization**
"It was very difficult to fix the most appropriate date for the event. The manager and team scheduled it for this month. Events are scheduled annually on the school level, with or without the parents. Thought was given to the location of the event – how central it should be. Obviously it had to big place. Then the delegation of functions began. The music teachers acted as directors.	**Ability to lead a team**
Because one of the teachers was ill, everything fell on to the shoulders of the second teacher.	
The class teachers delegated functions within the classes. We sat with the head teacher and solved problems.	**Ability to lead a team**
Questions were asked: Is it necessary? How? Who will bear the burden?	
A schedule was planned for rehearsals. When we began rehearsals there were difficult scenes with the assistants...	**Feeling of management and organization**
The paramedical team and professional teachers were responsible for substituting during rehearsals.	**Ability to lead a team**
Added value: The parents' pleasure and satisfaction. I said to the assistant who helps the autistic child in my class – this is the place in which the parents either left with their heads in the ground or with their heads raised high and proud."	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils**

Reflection The significance of such an event in the school's curriculum has to do with a **well constructed and defined worldview in regard to the education and rehabilitation of the special-needs students** owned by the school class teachers and of course the administration, since such an event originates from the school administration's credo. Analyzing the assessments regarding the upcoming event touched several of this study's criteria: **A self-perception as a leader/ manager while fulfilling her role.** **A sense of organization and management:** *It was very difficult to fix the most" appropriate date for the event.* ***The manager and team scheduled** it for this month.* ***Events are scheduled annually** on the school level... **Thought was given** to the location of the event...**The class teachers delegated functions** within the classes. We sat with the head teacher and **solved problems**... Then the **delegation of functions began...**" A sense of ability to lead the team: delegation and the ability to transfer the well **defined and structured worldview regarding the education and rehabilitation for her SEN pupils** to the assistant. There is no expression of coping with conflicts in this dialogue.	
Planned Subject and Objective of Meeting: Raising problems encountered during participants' day-to-	

day work.	
Personal narratives and colleagues' responses – fruitful dialogue.	
Description:	
"We sat in the classroom. A lesson was going on. We told a story, talked. There is a pupil in the class with Torte's syndrome and two with William's syndrome. It was difficult for these children to concentrate. I told one of the children to leave the classroom. I asked the assistants if the professional teachers in other lessons also face difficult situations in which children find it difficult to concentrate, similar to what had happened then. They responded: 'You told him to leave the classroom? So take him out!' I took the child out. It's the first time in my life that I have taken a child out of the classroom. I did it because I accepted the team's opinion, but I feel that I let myself down."	**Disparity between role requirements and performance skills** **Ability to lead a team**
Colleague's reaction: *"I wouldn't deal with the problem by asking the team questions on an issue like that. The assistants don't understand their place because there is no defined leadership. Your leadership and reflective resources should be: stop – breath – don't waste authority! And then decide if what you did now is right for now. It's your decision. As soon as you stand 100% behind your decision you will have authority over the team and pupils".*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Narrator: *"If I made a mistake, I want the team to know that perhaps I made a mistake, because they might also send the child out afterwards without proper professional consideration".*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Colleague's reaction: *"Leadership can be established by saying that this was a case where it wasn't right to act as*	**Disparity between role**

we acted, and that we should learn how to act in a similar situation in the future".	**requirements and performance skills**
	Ability to lead a team
Instructor's comment: *"You have to stop, think, define – that's how you achieve the goal".*	
Colleague's reaction: *"I'm presenting you with a gift: Take a week in which you manage the class as you want to. Give yourself the permission to do it. Don't allow yourself to give up – manage and do what you understand".*	
Narrator: *"I don't have to take other people's thoughts and feelings into consideration.*	
Instructor's comment: *"**That's called emotional independence.**"*	
Colleague's reaction: *"Not everyone has to like me. I am not responsible for the world's happiness. "*	
Colleague's reaction: *"You have to believe that you are able to do it".*	
Instructor's comment: *"Professionalism is the ability to analyse the situation on the spot so that you can make decisions regarding the continuation of the task".*	
Colleague's reaction: "I hope that you will succeed in believing that you are great. Believe it. "	
Narrator: *"I can give myself a pat on the back: I had wonderful experiences with the class. In general, there's an air of tranquility in the class, and that's because of the trust, quiet and calmness that I give these children. I accepted the pupils in the class and gave them the attention*	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and**

they deserve – inclusion and full acceptance – I wasn't dependent on their emotions. I knew that it's a process. If a child cried, I understood that he needs to cry. I was with him when he cried but we continued onwards."	**rehabilitation of her pupils**
Instructor's comment: *"Can you make a parallelism between this process that you experienced with your pupils and the process you'll experience with the team?"*	
Reflection	
The participant describes a situation In her class where she found a low sense of ability regarding her **perception of herself as a leader/manager while fulfilling her role - the ability to lead a team** - she found it hard to remain faithful to her decision to remove a student from the class and needed the assistants' support, whom she feels do not cooperate with her. This was because she found it hard to communicate a **well-constructed and defined worldview in regard to the education and rehabilitation of her special-needs students** to them. It was clear from the words of the participant that she was aware of what took place.	
The comments of the other participants to her words point to their personal development, because of their ability to analyze the situation and express in their words/advice their **sense of professional leadership - the ability to lead a team**: *"The assistants don't understand their place because there is no defined leadership. ..."*	
"Leadership can be established by "...	
"Take a week in which you manage the class as you want to. ..."	

The collegial reactions, according to the participants, caused her to be personally empowered through summarizing her successes with the class, though not with the staff but with her students. Her success results from her being a teacher with a **well constructed and defined worldview in regard to the education and rehabilitation of the special-needs students.** This success enables her to adapt to the enhancement of her **sense of professional leadership - the ability to lead a team.** Her good understanding of the needs of her students without involving her feelings is now transferred to an understanding that feelings should not be involved in managing and leading the interdisciplinary team, but rather, one should act by analyzing the situation and fitting them with a managing/leading behavior.	
Planned Subject and Objective of Meeting: Raising problems encountered during participants' day-to-day work, aimed at empowering the participants in areas with which they have difficulty. Personal narratives and colleagues' responses. Fruitful dialogue. **Description:** *"The problem is to exercise authority. There is a difference between my age and the ages of the team members (I am a very young teacher and some members of the team could well be my mother) and it's an impediment.* **Instructor's question and reflection: *"Could you tell us***	**Disparity between role requirements and performance skills** **Ability to lead a team**

some more? – The problem of the feeling of seniority, experience, accumulation of knowledge and know how are feelings characterising the team you leads."	
Narrator: *"Length of service doesn't necessarily mean more knowledge and experience".*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Instructor's comment: *"Analysis of the senior team member's subjective experience is that they have knowledge."*	
Narrator: *"I know that they don't have to like me, I know that I must exercise authority through authoritative statements, and that when something doesn't seem right, I have to say something that doesn't hurt. I have to know how to speak and when. It's not easy".*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Instructor's comment: *"She needs 'gifts' from you".*	
Colleague's comment: *"It took me years to reach the situation that you are in today and you are still so young... You can compliment the assistant when she works well, when she tries to make an impression...reflect on the good that she did. Empower her in that way and you'll take a small step forward with regard to her behaviour."*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Colleague's reaction: *"There's a saying that children should be allowed to experience for themselves and achieve things by themselves - since you are young, you can say: 'It's true that I'm young, but I learn through experience'. I am sure that the statement 'I am young' expresses the*	**Disparity between role requirements and performance skills** **Ability to lead a team**

strength of being young and professional."	**Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils**
"In recent years I have been very occupied with the subject of social and sexual education in school. I began to deliver training sessions to groups of parents, which enriched and empowered me. I look towards the future – this is the area that I would like to focus on. I would like to lead groups of pupils, the team members and parents at school."	**Disparity between role requirements and performance skills** **Ability to lead a team** **Disparity between role requirements and restriction of authority needed to implement role**
Colleague's reaction: *"You've contributed in this subject to the entire school, including pupils, teachers and parents."* *"What stops me pushing myself forward is that I don't know how to do public relations for myself and say that I am worth something. I am also the greatest critic of myself. I have to feel super-professional to feel good."*	**Disparity between role requirements and performance skills** **Ability to lead a team**
Instructor's comment: *"You find it difficult to market yourself and need and wish to be optimal. You aren't able to take compliments from everyone, and only occasionally do you feel proud."*	

"I am a perfectionist. I don't dare say that I am something when I'm not 100% convinced of my professionalism."	**Disparity between role requirements and performance skills**
Instructor's comment: *"What coping resource do you want?"*	
"I try to learn and implement. Doing things builds me up. It gives me a push forward."	**Disparity between role requirements and performance skills**
Colleague's reaction: *"She knows what she's worth. She has self-esteem, leadership skills and confidence."*	
"This year I allowed myself 'to operate on all the fronts'. This situation led me forward. It's the belief in the importance of the subject and necessity. I said to the principal: 'Lets deal with the issues'. It's a good feeling when things are being dealt with. And I enjoy doing it."	**Ability to lead a team**
Colleague's reaction: *"You have more knowledge than all of them. You are forward-bound."*	
Colleague's reaction: *"You have everything in you. There's nothing to give you. What are you asking for?"*	**Disparity between role requirements and performance skills**
"I need to fight to get things done. Up till now I did nearly everything voluntarily. If I manage to organise in-house courses on the subject – there will be a change! I'll discuss the matter with the school principal!"	**Ability to lead a team**
Colleague's reaction: *"Are you worried that the new principal whose starting next year won't appreciate the importance?"*	**Ability to lead a team**
"A previous principal ignored the subject. I assisted on forums, with teams and parents, but not formally due to her	**Disparity between role requirements and restriction of authority**

refusal to include this important subject on the school agenda." It didn't have 'an easy birth'.	**needed to implement role** **Disparity between role requirements and performance skills**
Instructor's comment: *"I'll give you a 'gift', which I'll call 'recognition'. When you market something, the environment must recognise what you are marketing. So you need paper or computer to present the rationale, work plan, work principles, summary of what has been accomplished to date, and feedback from people who have enjoyed what you contributed to them. And at the end – sign your name and your area of professionalism".*	
"I did that two years ago but it wasn't accepted by the previous principal".	**Ability to lead a team** **Disparity between role requirements and restriction of authority needed to implement role** **Disparity between role requirements and performance skills**
Colleague's comment: *"You have to present the problematic aspect and importance".* **Instructor's summary:** *"An attempt is being made to lead change based on school needs. There are external barriers, but creative thinking, personal growth and*	

development can help us contend with these barriers and still succeed with the task that we so believe in."

<u>Reflection</u>

The words of the participant relate to her **way of handling conflicts while fulfilling her role** as class manager/leader in a special school. The difficulty the participant describes is **dealing with the gap between the demands of the role and the skills needed to fulfil it**, which is expressed in her case by a low **sense of professional leadership**, on the grounds of her lack of a feeling of authority. The lack of skills in the area of role authority as the participant describes results from her young age and little experience, unlike the experience and the age of the staff she was supposed to manage/lead when fulfilling her role.

She defines her need for experience in an authoritative manner of speech, which has an affirmative leading of the staff in places where things are not going the way they should.

The colleague's response empowered the participant by saying: *Being young expresses the strength of being young and professional!*

This statement reflects their understanding that the age of the manager/leader has nothing to do with the professional knowledge she has, and also that professionalism is an important element in the **sense of professional leadership**.

Other participants expressed a high sense of professional leadership when they knew how to define **a need for change**, and in their words they were determined **to lead this change:**

Leading a process in the school in the area of sexual education - knowledge and proficiency the school requires following the needs of the students. **The ability to recognize the need for change** in the school system derives from the teacher having a **well-constructed and defined worldview in regard to the education and rehabilitation of her special-needs students**.

However, the participant describes a feeling of low-level skills regarding her skills in marketing the change she wishes to lead. She asks for tools. Some of them she describes herself following the reflective "on action" process she goes through during the conversation:

"I am a perfectionist..."

"I try to learn and implement. Doing things builds me up. It gives me a push forward."

"This year I allowed myself 'to operate on all the fronts'..".

"I need to fight to get things done"

"A previous principal ignored the subject. I assisted on forums, with teams and parents"....

And some she receives from the environment:

"She knows what she's worth. She has self-esteem, leadership skills and confidence."

"...And at the end – sign your name and your area of professionalism".

... "There are external barriers, but creative thinking, personal growth and development can help us contend with these barriers and still succeed with the task that we so

believe in." The reflective thought and support the participant received from her environment are tightly linked to her **development as a leader/manager while fulfilling her role – a sense of professional leadership** out of having a **well-constructed and defined worldview in regard to the education and rehabilitation of her special-needs students.**	
Planned Subject and Objective of Meeting: Raising awareness of strengths and skills I would like to acquire in the area of educational leadership and interdisciplinary team management. What do I have? What else would I like to attain in the areas of knowledge, beliefs and skills associated with team leadership and management? Fruitful dialogue. Self-reflection of statements made by participants. **Description:** *"To attain professional authority. I have the ability and I'm professional, even if I am young. I want to attain the goals that I have set."* *"To exercise assertive authority. I am capable. I tend to give in. A fear of saying things. I need a 'generator'".*	 **Disparity between role requirements and performance skills** **Ability to lead a team** **Disparity between role**

	requirements and performance skills
"To be assertive, not to give up, to say things clearly. I am frustrated when I give up."	Ability to lead a team Disparity between role requirements and performance skills
"It's permitted to be angry and get excited, not to give in – to lead the team to the goal with determination, to be a 'lioness' when it's in my blood and soul".	Ability to lead a team
"I want my personal leadership voice to be heard by the educational leadership environment in the local authority and inspector."	Ability to lead a team Disparity between role requirements and restriction of authority needed to implement role
"It seems to me...as if...I don't know...it's not my tone of voice... I'm not assertive enough...the thing about the tone of voice...sometimes I need reflection...and that's what I'm receiving at the moment..."	Disparity between role requirements and performance skills Ability to lead a team
"I see the situation and think that yes – that's what I have to do. I mustn't give in to either the limited or expanded class team. The assistants manage to make me feel that I'm wrong, no matter what I do! I won't give up...I'll continue with the process that I began here...I want to be different..."	Ability to lead a team Disparity between role requirements and performance skills

"That's what I said – that I can exercise authority, despite being young."	**Ability to lead a team** **Disparity between role requirements and performance skills**
"I connect with what I said. I've been through an experience, as my head teacher says 'to grow with the target and to develop with the difficulty... not to let the environment tell me that I'm not OK! To be clear! Defined! To carry it through! I began a process and I want it to get stronger and reach other areas in my life."	**Ability to lead a team** **Disparity between role requirements and performance skills**
"This year I learned that I am capable and that I have the 'how'. Here's a story about a pupil I received at the beginning of the year: The parents arrived with concerns and fears and found it difficult to leave the classroom. There were a lot of telephone calls and I felt that there would be difficulties with the parents. She – the child – used to cry over everything. I felt that the problem originated in her home. The family, which after all, was supportive and open, needed shaking up. But because of guilt feelings towards the child, the whole relationship and education was faulty. Instead of helping her grow, they were stunting her development – doing everything for her. I gradually felt that I had the strength to tell the parents what I thought and I instructed them on how to behave with the child, and not to give in to her with regard to clothes, food, etc... I felt that the girl's sister and mother were changing and now, at the end of the year, the mother came to me and spoke with satisfaction about how the child had developed 'thanks to you'."	**Ability to lead a team** **Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of her pupils**

Colleague's comment: *"What charisma are you asking for – you already have it".*

Reflection

The requests of the participants are related to the criteria constructing the analysis base of the study contents:

* The skills and professional knowledge the participants feel they have.

* The self-perception as leaders/managers while fulfilling their role - a sense of professional leadership.

"I have the ability and I'm professional, even if I am young."

"I learned that I am capable and that I have the 'how'"

The knowledge that "It's permitted to be angry and get excited, not to give in"

"I see the situation and think that yes – that's what I have to do. I mustn't give in to either the limited or expanded class team."

The skills the participants feel they need to acquire and develop are also related to the criterion of self-perception as a manager/leader while fulfilling her role - a sense of professional leadership:

"To attain professional authority"

"To exercise assertive authority"

"I tend to give in. A fear of saying things. I need a

'generator' "

To be assertive, not to give up, to say things clearly. I am frustrated when I give up. "

"To lead the team to the goal with determination, to be a 'lioness' when it's in my blood and soul".

"I want my personal leadership voice to be heard by the educational leadership environment in the local authority and inspector. "

"To be clear! Defined! To carry it through! I began a process and I want it to get stronger and reach other areas in my life. "

The participant speaks of the layout of her relationship with the assistants' team working in the class she manages/leads.

The words of the participant express a low **self-perception as a manager/leader while fulfilling her role - a low sense of professional leadership** which is expressed by her being dependant on her feeling as being led by others, and also finding difficulty defining roles and dividing authority.

"My assistants gave me the feeling...

However, the mere definition and utterance of things shows that the participant has a high level of awareness regarding the problem she presents.

It seems there is an expression here of a **sense of professional leadership - the ability to recognize the need for** change in the relationship layout and **lead that change.** She immediately reaches the conclusion that could lead to her independence in the process of her personal development as a leader:

" I feel that they don't have to like me. " The colleague's response to the words of the participant, when she describes the communication she has with the staff working in the educational framework she leads/manages, shows a high **sense of management and organization as well as a high level of communication with the staff regarding the students.** The reaction of the other colleagues towards the participant shows their ability to analyze crisis situations, **and recognize a need for change** in the situation described by the participant. They also show an attempt to help the participant **lead the change**. These reactions show a high self-perception of themselves in this area. However, the participant is still busy describing the lousy behavior of the assistants and does not deal with the decision to lead change in the layout of her relationship with the assistants. She is emotionally flooded, which does not aid her in reaching a change in her way of thought, her constructive and directing responses, which are reflected by her words not withstanding.	
Planned Subject and Objective of Meeting: Raising problems encountered in day-to-day life of class and kindergarten teachers in the context of their work as case managers. Personal narratives reflecting personal processes undergone by the participants, and other participants' responses to the process. For example: **Description:**	

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"My assistants gave me the feeling that we didn't finish the year nicely...that I offended them and they said to me, 'You have to learn how to speak without causing offence'! And even if I did forget to say things to any one of them – you must understand, if that happens, it's because I'm not the most organised. I know that my assistant knows how to play on my conscience and she uses that knowledge! I said to her 'you saw I was busy – so why don't you take responsibility? Come in during the vacation and we'll make plans'. But no, she gets out of it...When I thought about what's different today compared to the past, I remembered that every end of the year, when I recapped before we left, I thanked the team and wrote them a card. This year I acted according to my natural feelings and only parted from my pupils. I didn't remember the team...perhaps I didn't have patience...or I didn't want to force myself as I'd done in previous years. I only mentioned the things we'd done and what had happened with the pupils. I thanked the parents verbally and didn't mention the class team. The assistant felt very hurt...perhaps she saw that I'm sick of presenting...	**Ability to lead a team** **Disparity between role requirements and performance skills**
Colleague's question: *"Are you pleased with the way you finished the year?"*	
Narrator: *"No. Perhaps the teamwork I'm doing has been spoilt... I've been working for years...and my assistants enjoyed working with me and now I feel that they don't have to like me."*	**Ability to lead a team** **Disparity between role requirements and performance skills**
Another colleague's reaction: *"There was a powerful process here this year..."*	

Reflection: *"It's important not to allow others' manipulations into our emotional parts, but at the same time you have to listen to its voice, examine issues and try to solve them using emotionless thinking. If the assistant was offended – you have to think why and in future try to solve the problem in constructive manner. This process improves our managerial and leadership ability."*	
"...I don't want to burden myself, writing everything down...all the additional paperwork that I have to do... perhaps they should do it...they'll do the writing. Let them take a little responsibility..."	**Ability to lead a team** **Disparity between role requirements and performance skills**
Reflection: *"You have to determine mutual goals, it's a good idea to define functions and establish work and communication procedures". (This subject has already been discussed in the past).*	
"They're not interested in meeting at times when they're not being paid for it".	**Ability to lead a team** **Disparity between role requirements and performance skills**
Colleague's reaction: *"I don't know how you didn't break down up till now and where you get your patience from. What a lot of energy you're releasing here. I don't know how you could stand being the assistants' therapist and social worker. And they still say that you're not OK. It's not clear to them who you are – for them or for the pupils* **Another colleague's reaction:** *"You've finally said your not guilty!"*	**Ability to lead a team** **Disparity between role requirements and performance skills**

Narrator (cont.): *"... Why should I have to do everything at the end of the year? Pack up the whole class? ...I put stuff on their table for them to do, but they didn't take the hint...so I told them not to touch the cupboard – that I'd do it...perhaps they felt...perhaps...that I'm hinting...I wanted them to feel what I was feeling."*	**Ability to lead a team** **Disparity between role requirements and performance skills**
Colleague's reaction: *"You're trying to make a change. You started by making a change in yourself, but you didn't tell them. You only give hints and expect them to understand that you've changed... ".*	
Another colleague's reaction: *"Tell them: 'You do this and this, and I'll do this'".*	
Another colleague's reaction: *"Say: 'This week we're tidying'".*	
Another colleague's reaction: *"I work in a class with a lot of therapists and use an exercise book. I write everything immediately and every team member who comes into the class reads about what happened in the class, what decisions have been made. And if I don't find time to write, my assistant does it."*	**Ability to lead a team**

Reflection

The "leadership powers" the participants describe show the level and the way they **perceive themselves as leaders/managers while fulfilling their role.**

The ability *"to listen as a teacher, as a person, to all the finest details...and everything that happens... to observe people...and what I understand from observing...to have the optimism that I've developed in life... to hope for the best... to "give, work hard and make something of*

nothing... to feel strong.. dynamic... to know how to give and transmit the a feeling of love...independence, maturity... to contain, to dialogue...to grow in and around me. "

These powers have to do with the positive **feeling in regard to the management and professional leadership skills** of the participants – **the ability to lead a team.**

In the analysis of the participant's words in the summary meeting, where there was an assessment of the process the participants underwent in the training, one can find their assessment of three criteria, which were the basis for planning the meetings:

1) The group's contribution

2) Awareness to the reflective processes they underwent during the training:

3) An awareness to what was acquired during the training

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10.5 Summary of Case Study no. 3 – Findings and Conclusions

The need to build a special education class and kindergarten manager training process, in order to reach a role perception that contains a sense of high personal ability in the field of leadership and management, originated from the conclusion I reached in the summary of the second case study. From these investigations two questions arise:

1) The deepening of the knowledge the participants had about themselves as ones who have a self-perception of a leader while performing one's role;

2) The expansion of the professional knowledge and insight.

The basic assumption of the training plan was that the results of the training process would aid the improvement of a sense of personal and professional ability of teachers in terms of management and leadership skills. (Kass & Fridman, 2000; Bandura, 1997). Therefore a training program was constructed, containing theoretical information on leadership, management and teamwork. The program also encouraged reflective processes through mutually-enriching dialogue, developing the ability to use intrinsic and extrinsic elements to enable personal and professional development based on values, knowledge and skills.

The second basic assumption was that reflective narrative speech contributes to the formation of professional knowledge and to awareness and understanding of implicit elements (Ben Peretz, 1995; Mattingly, 1991). The counsellor's role, (in this case the researcher), was manifested in forwarding theoretic and pragmatic information, mirroring the events that took place and aiding interpretation (Ezer, 1998).

The deep feeling of need the participants shared created the "why?" question that accompanied the process I underwent as a researcher on the way to building a special education teacher training program and when contemplating its significance. This process included a recursive dynamic structure that has two axes. The first one is the content axis that is concerned with the "why" question and includes the contents of the training program and the information management during the communal dialogue. The second axis is the social sphere that involves the style of communication and interaction in the group and included the feedback given by the counsellors, the collaborator

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climate, sharing practical advice between team mates, mutual mirroring and giving examples. (Margolin et al. 2002).

The participants were actually a model of a studying community, gathered in order to achieve the training program's goals. It is also possible to define this group as a dialogue community, since dialogue was the means of expressing the ideas and opinions of the participants in words, actions, values and beliefs (Gee, 1992).

The significance of the existence of such a group and its contribution to the participants is actually the fact that an interactive environment was formed here, in which reflective, collaborator, intellectual and mental activities were present, leading to new understandings and new questions. All these were part of the participants' learning process.

Even though the participants came from the field of special education, mutual feelings, goals and interests were formed as a group. Conversation was the main component and it was controlled by the participants through sharing and mutual empowerment. The conversation that took place in the group made it possible to hear the teacher's voice and enabled the possession of new information: information through action (Applebee, 1996; Keiny, 1998).

During the training process, participants dealt with reflective processes based on the Greenfeld (2002) and Reichenberg & Rand (1998) model. First they raised their consciousness in regard to the sense of difficulty surrounding their role perception as leaders/managers. Later, they formed their vision based on their values and professional beliefs in regard to the "why" question. The participants acquired theoretical knowledge on management and leadership and the dialogue pertaining to that knowledge formed a connection between the theory and the difficulties that rose from their work life in the area of leadership and management. The reflective process they underwent through the guidance and the dialogue that they had about the subjects that were raised brought to the occupation with the "how" – the skills in the field of management and leadership.

An analysis of content as can be seen in table 5 deals with the first question and gives a very clear answer – which the dominant and primary occupation of the participants in the process was in regard to their self-perception as leader/manager in performing the role in anything that had to do with their sense of professional leadership.

This criterion had a lot of bearing on the three directing criteria: the sense of professional leadership, in regard to the ability to lead a team and identify the need for change and lead it. There was also an expression of a criterion that deals with the special education teacher as one who has a defined worldview regarding anything that involves the education and rehabilitation of her special need students. There was also an expression in the conversation regarding the change of role definition according to the special education teacher, and also the feeling of management and organization regarding the communication with the staff about the children and the feeling of responsibility on the subject of the ISP as a significant part of role perception.

A thorough examination of the conversations that went on during the training links the dominant criterion of the self-perception as a leader/manager and the generalizing criterion that relates to dealing with conflicts while performing the role – the gap between the demands of the role and the skills to accomplish them. This connection is built on the constant interaction between the personal capability sphere of the teacher's role as a team leader/manager and the sphere that relates to the way the teacher deals with conflicts while fulfilling her role.

The more the personal capability sphere regarding management/leadership is higher, the more the expression of the gap between role expectations and the skills to fulfill them will be shorter and visa versa. The same goes for the defining criteria: the complexity of the role, the gap between the role's demands and the authority to fulfill it, the gap in definitions and expectations regarding role perception on the part of the role definers.

An analysis of the contents of the conversations and its analysis shows the existence of a gap between the feeling of high ability in all that as to do with the teacher having a structured defined worldview regarding anything that involves the education and rehabilitation of her special need students, and the actual situations she needs to cope with because of the definition of her role, which she finds difficult. This happens because of lack of management and leadership skills in her personal and professional development. This difficulty is seen in the conflict that expresses the gap between the role's demands and the skills to perform it.

These findings mirror the existing reality with regard to the special education teacher's training. In this process, there has been an emphasis on the personal and professional

development of the teacher as an educational figure with a define world view regarding the education and rehabilitation of her special need students. However, the findings of this research clearly show that the training process that is focused only on this dimension is not enough for the teacher acting as a leader/manager of an inter-disciplinary team while performing her role, in light if the change in the special education law (1988). The expression in regard to the new role perception was negligible in the explicit level but was high in the implicit level throughout the intervention.

The contribution of the training process had for the participants, answers the second question that this study presents. This contribution is expressed by the analysis of the processes the teachers went through during the training and is presented in tables 8, 9, and 10. These processes include expressing the awareness to reflective processes that the teachers went through during the year, to what was accomplished during the training process and the group's contribution.

The first, second and third dimensions of the tables match the research criteria:

- Perception of the self as leader/manager while fulfilling the role

- Expression of the change in the definition of the role

- Confronting conflicts while fulfilling the role

The fourth dimension of the table matches the fundamental assumption of this current research regarding the style of an intimate group which possesses processes leading to personal evolution, using reflective procedures. The goal of these processes is to enable a sense of self-ability, which would lead to the special education teachers adapting better to their roles as managers/leaders of an inter-disciplinary staff .

If we look at the data we can see that in the third trimester, many of the participants' needs were brought up and a process of expressing the awareness to what was accomplished in the training began. However, there was no clear verbal communication expressing the awareness of the reflective processes the participants underwent.

In the second trimester of the training process there was a decline in the expression of awareness of needs, and the expression of awareness to reflective processes experienced

by the teachers during the training began, as well as the awareness of what they had acquired. They assessed the groups' donation as important.

The analysis of the participants' summarizing words would show that they do not express a sense of difficulty and need anymore, but rather only a small amount of expression of awareness to the reflective processes that they underwent and a high level of awareness to what they obtained and the group's contribution.

These findings show a significant process that the participants underwent in the training process. From generalized expression of needs indicating a sense of difficulty, to a point where they no longer express this sensation, rather they define the contribution of the training process to their skills as leaders/managers in the special education.

In addition, it seems that the training process especially contributed to the improvement of the sense of professional self-capability in regard to acquiring tools and skills to handle the role perception. This feeling is expressed in the words of the participants as "a feeling of power" they received during the training process they underwent in the group framework. They expressed the strengthening of the personal and professional capability sensation as well as the feeling of obtaining the "leadership power" they need in order to fulfill their role (Fuchs, 1995, Sergiovanni, 1984;1991). It is clear that the origin of the feeling of empowerment derives from their inner resources surfacing to their consciousness during the training process, as well as the external resources they were exposed to during the process: the group, the reflective processes, the knowledge, the values and the skills.

An analysis of the words spoken by the participants regarding the sphere of the group's contribution to the process they went through, points to the fact that the group was a place where they could leave the feelings of loneliness and ambiguity they had regarding their coping with their role perception as leader/manager of an inter-disciplinary team. Until they reached the group, they dealt alone with the difficulties and dilemmas that result from the gap between the role's demands that they be leaders and lead a team, and their own sense of personal capability regarding the skills they need to fulfill that role.

The participation in a group made it possible for them to acquire professional theoretical and pragmatic knowledge that enabled their personal and professional growth while

using cooperation, empathy and mutual-fortification. It is very clear that this learning group has undergone, during the training process, a conceptual process manifested in their ability to respond to each other and make each other stronger. This conceptual change was also expressed by the tools the participants acquired during the training process. The tools became a base for their ability to analyze situations and change the way they cope with these situations in their environment, the assistants' environment, the inter-disciplinary staff's environment, the parents' environment and the organizational environment where they work.

The added value of the process they went through as a community of professional learners is based on the assumption that after they underwent a process of forming a team and belonging to a learning community, they could also build and lead the educational framework they are entrusted with, and produce an inter-disciplinary team work that has a similar climate.

However, they believe that the training process should be longer, so that they could make the most of the potential for their personal growth in the terms of perceiving their role as team leaders/managers, acting out of an extreme sensation of personal capability.

Table 7: Data distribution of case study no. 3

The criteria		Sum
Self - perception as leader/ manager in role performance		**124**
	Feeling of management and organisation	7
	Feeling of responsibility	
	Feeling of responsibility regarding contact and communication	5
	Feeling of responsibility regarding ISP	3
	Feeling of professional leadership	
	Ability to identify a need for change and lead a change	17
	Ability to lead a team	56
	Kindergarten/class teacher as having a defined and structured worldview regarding the education and rehabilitation of his/her SEN pupils	36
Expression of change in role definition according to SEN teacher's perception		**6**
	No change has occurred	0
	Change has occurred	6
Coping with conflicts encountered during role performance		**84**
	Complexity of role	3
	Disparity between role requirements and performance skills	50
	Disparity between role requirements and restriction of authority needed to implement role	24
	Disparity in role perception and expectations between role holders and role definers	7

Table 8: First trimester

Expressing awareness to the need for procuring management and leadership skills	Expressing awareness to reflective processes experienced during the program	Expressing awareness to what has been acquired during the program	The group's contribution
"To know to speak both with children and with a team, to recognize diversity among team members…" Skills: "To be persistent, to demand, to act as a mediator for the team, to answer the members' questions and solve difficulties and problems…." "To be able to circumvent the emotional aspect in crisis situations". "To have charisma and be able to influence the team members and my colleagues" "To know how to recruit, the school management and my colleagues towards understanding and		"I admit that whenever leadership was mentioned, I thought of the school principal. Now I see that the subject is actually me/myself" "Reinforce as a leader. Force the leadership style that relates to the team members – it's important to reinforce people – oriented leadership."	

accepting the importance of effective teamwork in building and implementing a study curricula "...	.		
"To be authoritative – to know how to say: 'There is a law"			
"They showed no interest in teamwork. I did everything by myself"			
Knowledge: "To be well informed and teach the staff how to work with him: what he responds to and how to approach him; to be familiar with his abilities and achievements in different areas..."			
"To achieve an internal control. A center- control of the situation will be built-in, in my personality"			

Table 9: Second trimester

Expressing awareness to the need for procuring management and leadership skills	Expressing awareness to reflective processes experienced during the program	Expressing awareness to what has been acquired during the program	The group's contribution
"It's a shame that I didn't take this course 20 years ago.... Now I'm learning how I can do it next year.... To be strong!"	"I found myself here and it has provided me with approval, confirmation and mandate of feelings I had previously but didn't dare to..."	"The part about authority – to know to insist on what I think has to be insisted on."	"The group became a support group for me...I adopted the subject of coping with difficulties when the system doesn't help, or contribute." ..."
"The problems with the assistants are consuming and tiring...."	"I feel that I devote energy to the assistants' feelings, instead of ...taking care of the children's welfare". "I feel that I devote energy to the assistants' feelings, instead of ...taking care of the children's welfare".	"The assistant had to stay an extra hour ...- I was firm and insisted that she stayed..." "...The meetings here have given me the strength and confidence to make decisions, even when team members are older than me"...	To speak about problems – because we have no one to share them with"... ..."During the course of the meetings I supported the idea of being able to be authoritative: when it happened I was a little alarmed by the feeling of 'power' and than I felt "WOW!"
"This year we decided on a time that that the class teachers and assistants would meet together – but nothing happened, only letting off steam".	"You have to use the term 'class/kindergarten manager' when you're talking to the team. The team does not know that this is our role definition".	"...These meetings have reinforced my belief that I must stand firmly on my	

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		feet and not give in: to fight the school for my class' rights."	
		"The strength to do"…	
		"Today, I felt that I exercised authority. I thought about you and I said what had to be said".	

Table 10: Third trimester

Expressing awareness to the need for procuring management and leadership skills	Expressing awareness to reflective processes experienced during the program	Expressing awareness to what has been acquired during the program	The group's contribution
	"I received a lot of strength"	"I came because of what I gained. I departed with a lot of strength and encouragement. I took the subjects with me. I learned a lot"...	"The group has contributed to me, and I have seen that we share similar problems." "It was pleasant participating and listening"
	"Time to clarify and think about things in our sub-conscience and which we are not aware of... matters were placed on the table, given a presence, received a name & title, and raised to the surface in a pleasant atmosphere"	..."Beyond the enjoyment I took something away with me!...	"I really enjoyed the intimate meetings in a small group. It was good for me to be with teachers from my school and see that they also encounter the same problems and are also exposed to other problems" "It was important to me to attend, I enjoyed it"...
		"...During these meetings I received tools which I enjoyed using and I'll continue using them"... "Now I feel that I have the ability: To listen, to contain, to dialogue,	

		to observe, to have the optimism, to give, to work hard, to make something of nothing, to feel strong, to be dynamic, to fall and rise, to know how to give and transmit a feeling of love, to be independent, to feel maturity, to grow in and around me"	

Chapter 11

11 General Summary

This action research has examined the perception of the special education teacher's role as an interdisciplinary team leader/manager due to the change this role perception underwent following the changes caused by the implementation of the special education law (1988). Translating this law to action brought on a demand for higher personal and professional capability in the area of managing and leading an interdisciplinary team. This is in addition to the canonical knowledge that was demanded of the teachers before the implementation of the law.

In light of the significant change in role perception, the current study attempted to test the degree of the self-perception of the special education teachers as leaders/managers of an interdisciplinary team as part of the framework of their role. In addition, a question was asked in regard to the influence of the intervention that took place in the training process on development of management and leadership skills.

This trend led to the definition of the two current study's goals: first, to identify and characterize the role perception of the special education kindergarten and class managers in regard to their functioning as interdisciplinary team leaders/managers. The second goal was to examine whether the acquisition of team management and leadership skills for special education teachers affects their role behavior.

The special education teachers' training process and multi-facet role perception, in light of role definers/senders demands, was therefore the subject of this study. This study has tried to find the varied expression of reality with which the special education teacher deals with as an interdisciplinary team leader, in order to implement the special education plan suited to the needs of the special needs students. In here lies the uniqueness of this study: It is the first study on this subject in Israel, since there has not yet been an action study in Israel that

thoroughly examines the existence of a need for acquiring management and leadership skills as part of the specific professional framework of the special education teacher. In addition, the contents and the best way to achieve the target were not defined

The three research cycles built the process and their findings aided the examination of the teacher's confrontational system with her role as a leader. In order to evaluate the processes, a content analysis is used, which is transparent to the user. Thus a process is formed, a criteria system is built and defined in order to examine and assess the participants' discourse. This is, therefore, the study's novelty and contribution.

The framework of the research included the Pre-Test phase in order to establish the feeling of a problem the researcher raised: the lack of management and leadership skills owned by the teacher, which are needed in order to lead the interdisciplinary team working in their classes. Furthermore, three research cycles were performed through three case studies, which included four phases: planning, execution, evaluation and conclusions, which influenced the context of the next research cycle.

Exploration of the literature that concerns this study deals with the issues of leadership and teamwork in education in general, and particularly in the framework of special education. The first chapter raises the discussion of the different approaches regarding educational leadership and its consequences on the role of the teacher as an educational leader. The chapter describes the circumstances that lead to the teachers' new role perception as leaders in general, and defines the new elements in the special education teacher, following the legislative changes. The chapter creates a connection between the new role perception and the means given to the teachers towards a personal and professional development as leaders/managers in order to fulfil their role in the changing organizational system.

The study pertains to the influence of the teacher training procedure on the acquisition of leadership/management skills by the special education teacher, in regard to leading an interdisciplinary team working in the educational system she

is responsible for. A theoretical framework was given about the form of a discussion about theories relating to teamwork in special education.

11.1 The approach of this study

The examined reality was documented through field notes, observations, intervening observations and personal interviews. During the interventions, the researcher wrote down the participants' words. In cases where the researcher led the discussion or lectured, a colleague from the intervening team documented what took place.

In order to answer the ethical question there were interactions between the researcher and the participants. The goal of the interaction was to create a reflective democratic climate, cooperation, sincerity, mutual respect and acceptance. The researcher acted out of awareness to her action and the actions of the participants and was reflective through her knowledge and values. The researcher view of reality played a major role in the interpretation of reality. All these were meant to answer the ontological question regarding the assessment and evaluation of the examined reality. In this framework the events were documented and attention was paid to field voices and noises. Thus the existing reality constituting the sum of the participants' different perceptions was presented.

The conversations that were documented during the interventions in the frame of the three research cycles and the reflective diary written by the researcher, answer the epistemological question that concerns the nature of the information and its individual and subjective interpretation in correspondence with the idiosyncratic terms owned by the participants.

As was mentioned in the introduction, the base assumptions of this study are based on the opinions of researchers from the past two decades regarding the personal and professional growth of teachers, who act in a role behavior framework that possesses an element of management as well as an element of leadership.

The research model included a stage where there was a process of examining the feeling of an existing problem and a real need for intervention. Defining the

problem was achieved through interviews with 18 teachers who are special education kindergarten managers.

As a result of the Pre-Test phase, the first cycle of action was constructed – an intervention in a kindergarten for children suffering from autism. The results of the intervention brought up points for critical thoughts in regard to the structure of the intervention and its essence, and hence the second research cycle was constructed – an intervention in a centre for severe retardation pupils. In this case the intervention was fruitful and its findings showed a lot of success in the contextual and conceptual change process that the kindergarten managers underwent, in what pertains to the development of management and leadership skills.

The conclusions of this research cycle lead to the construction of a third cycle, which made it possible for teachers in different frameworks of the special education area to develop personally towards acquiring management and leadership skills. As before, the findings in this case also show a contribution of the intervention in answering the needs of the participants in regard to management and leadership skills and change in personal development, which was contextual and conceptual. It is clear that the group sphere was very meaningful in this process.

In every research cycle an intervening expert team was active, while its composition changed from one case to the other. Hence the intervening team passed on "expert information" to the teachers, while the latter were perceived as "knowledge users"/"knowledge producers" (Goodson, 1992).

The assumption that stood at the base of the research cycles' formation was that the cooperation between experts and participants could develop a professional reflective dialogue, which would enable better control over their professional life (Keiny, 2003).

11.2 A Discussion of the Findings

11.2.1 The Pre-Test Findings

The evaluation of the problem-definition and the criteria map construction phase, which comprised the Pre-Test phase, lead to an understanding of the great need for intervention in special education frameworks. The findings show that there are many special education frameworks where the teacher does not face her role perception as a leader/manager of an interdisciplinary team.

The findings of this phase accentuated the existence of a reality where there is a complex role-layout for the teachers. This reality reflected a situation containing ambiguity regarding the role definition on the part of its definers, as well as a situation were there is a lack of management and leadership skills among the role performers. The role's demands were given in a top down direction, following the implementation of the new law, and constituted a fundamental change that led to a need of an incremental change (Samuel 1990; Fullan & Steigelbauer, 1991; Cuban 1996) and a conceptual change in opinions, beliefs and outlooks (Sorter, 1995; Vygotsky, 1978). In addition, the participants' feeling was that they are not perceived as partners in the processes that include problem solving and decision-making, where they could express their professional leadership.

The conversations emphasized a feeling of low-capability in terms of professional leadership ability, which was manifested in conflicts present while performing the role, in the organisational aspect as well as the personal one. These findings lead to the conclusion that the teachers require a fortification of their awareness and sense of personal capability, acquiring knowledge and personal skills, so that they can understand the role's demands and face the challenges their role presents them with.

11.2.2 The Three Research Cycles findings

A summary of the three research cycles that originated from the conclusions of the interview phase and the conclusions of every phase individually, show a success of the teacher training process towards a personal development, a fortification of the feeling of personal capability through dialogues containing

reflective processes and knowledge acquisition in the field of management and leadership.

The study's findings show a success of the process when it is done in small groups: whether in the framework of an educational institution, or in the framework of a group of teachers with different backgrounds of special education. The guidance and mirroring given to the participants, contributed to the effectiveness of the process, and enabled the participants to face the meanings of the contents that were raised in the individual level and in the group level. Raising the issues by themselves enabled the participants to define them, to discuss the difficulties and also enabled the acquisition of tools with which they could solve problems through reflective processes and acquiring knowledge regarding team leadership and management.

In the group level, it was important to set new common goals, to cooperate with each other and face the role's principals and ethics and share internal conflicts, as well as perform reflective thought processes, support and give non-judgmental criticism. Expose the many facets of the personal perception (when it is a source for growth and not failure), develop awareness and add knowledge regarding the confrontation with issues relating to management and leadership. This is where the teacher's voice can be heard and where she can develop herself personally and professionally (Heyman, 2003; Margolin et al. 2002).

Even though the second and third research cycles showed a development in the ability to manage and led, which was expressed in the participants' discourse, differences were found between the change processes the teachers underwent in both cases. Both groups underwent a change in concept and in context. In the second research cycle, the participants underwent the change through the context of the educational framework in which they work together. The dialogue that had been formed and the discussion regarding the difficulties that were raised, eventually contributed to a change in the educational system's context, in which they worked as a leading managing team. The style of the changes that occurred in the educational framework, as reflected by the discourse, is defined as fundamental and incremental. Through this contextual process, the participants' conceptual change finally occurred (Sorter, 1995).

In the third research cycle, which constituted a heterogenic training framework for special education teachers, the direction of the change the participants underwent was from the personal concept to fundamental context of the educational framework in which they work. Here the participants were able to express more freely their sense of difficulty in fulfilling their role as teachers leading an interdisciplinary team. This was reflected in the wide expression that was in this case study to the criterion of the disparity between role requirements and performance skills.

An analysis of the discourse in this training process reflects a wider expression of sharing in a heterogenic group, in which the participants receive coping resources as a result of the mutual fortification process that was created in the group's climate (Yossipon 2001). The conceptual change process the participants underwent was expressed in the development of the discourse from a place of many needs and a sense of frustration and coping with conflicts, to a place of a sense of power and capability. The dialogues that grew stronger in the group as a cause of the advancement of reflective processes, supporting and giving strength – pointed to the fact that in fact, a "discourse community a "collegial community" had been formed here.

On the other hand, in the training process experienced by the kindergarten teachers in the daycare center for students suffering from deep and severe retardation, there was a more modest expression of sharing and mutual fortification, in light of a more limited expression of coping with conflicts. The expression of coping with conflicts was mainly in the latent message expressed in their words. In this case, the participants who united and became a management team and were a "learning community", mostly discussed issues that dealt with leadership and management in the kindergarten and daycare center level during the intervention. These discussions contributed to the conceptual change in the definition of their role perception as leaders/managers and to a change in their role behavior.

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The difference between the two processes can be demonstrated in the following model:

1. Teachers' training - heterogeneous group

A conceptual change in the area of personal and professional growth	→	An ability to comprehend and analyze situations in the area of management and leadership in the specific educational framework

2. Kindergarten managers on the centre for pupils suffering from severe retardation

A contextual change in the role behavior as leaders/managers	→	A conceptual change in the area of personal and professional development

Table 11: Process of change in teachers' training

The data tables reflect the distribution of the through the case studies. The sphere of the special education teacher's role perception as a team leader/manager as part of the fulfilment of her role was dominant through all the interventions, especially those having to do with professional leadership – the ability to lead a team, and in the area of the ability to recognize the need for change and lead change. The management and organization sphere including the issue of communication with the staff regarding the students and the ISP in regard to role perception was also highlighted in the three research cycles, though to a lesser extent. It is possible that these spheres, which are required by the law and are relevant to management, are clearer and more tangible. However, the leadership sphere, which relates to personal development and a high sense of personal capability – constitutes the real difficulty with which the special education teachers cope with, while fulfilling their role.

The essence of the discourse expressed the development of the participants identity as professional figures with a well constructed and defined worldview in regard to the education and rehabilitation of their special needs students, and represents an inseparable part of their managing/leading role perception of the

role they fulfill (Hughes, 1998; Elliot 1995; Thompson, 1997; MacGilchrist et al. 1997; Bolam et al. 1993).

The change the participants underwent points to a personal development process, which developed from the gradual learning of management and leadership issues, as well as the ability to implement what was learned regarding role behavior in teamwork. The participants' conversation during the second and third intervention points to this process. The conversation expressed the errors in the changing process of perception, beliefs and values, the confrontations and the actions of the participants. There was a lot of preoccupation with the questions of "why", "what" and "how".

The expression of the change was explicit in the sentence structure used by the participants, and in the deeper meaning of their words. The expression of this change was observed during the second and third interventions. While in the beginning of the process the participants spoke very little, towards the end of the process their words included definitions of difficulties that rise in the process of their work and there was an immediate presentation of different ways to solve these difficulties.

The participants' words expressed an acquisition of a "sense of power" which corresponds with the "leadership powers" model (Fiedler, 1972; Fuchs, 1995; Sergiovanni, (1984; 1991)). It is quite possible to see that the source of this feeling of power derives from the participants' inner resources that surfaced to their awareness by using reflective processes, as well as the external resources they were exposed to during the process: the group and the professional knowledge they acquired. This process contributed to the development of their personal skills as educational leaders who lead a team and lead changes in a more effective manner (Gronn, 1996; Glatter, 1997; Fuchs, 1995; Sergiovanni, (1984; 1991); Avishar, 1999; Inbar, 2000; Fullan & Hargreaves, (1991; 1992)).

Conflicts rising during role fulfillment were expressed on explicit and implicit levels, in the frame of the conversation regarding the change in role definition and role complexity, as well as the gap between role performance demands and the skills needed to perform the role.

There is a connection between the sphere of the teacher's personal perception as a leader/manager while fulfilling her role, and the conflicts that rise while fulfilling it. The more the sphere of the teacher's personal capability regarding the sense of management and leadership while fulfilling her role is higher, the more the expression of her confrontation with conflicts while performing the role will be lower.

A higher sense of self as leader/manager while performing the role	→	The gap between the role's demands and the skills owned is **lower**
A lower sense of self as leader/manager while performing the role	→	The gap between the role's demands and the skills owned is **higher**

Table 12: Self perception vs. role performance

An analysis of the content of the interventions and events that took place during the intervention accentuated (in all three research cycles) the possibility of a gap between the teacher's higher sense of personal capability in terms of her identity as one who as a well constructed and formed worldview in regard to the education and rehabilitation of her special needs students, and the actual situations she confronts while fulfilling her role, which she finds difficult to communicate to the staff as a professional leader. This, out of a situation where there is a lack of knowledge and management and team leadership skills in her personal and professional development, to create a dialogue in the team that raises difficulties and tries to solve them, with decision-making, with defining issues in need of change and leading change; all this in an atmosphere of camaraderie, collegiality and occasionally the consultation model. This difficulty was expressed during the study, and was manifested by a conflict that expresses the gap between the role's demands and the skills to perform it.

Many examples were brought up on this subject, especially in the context of leading the assistances working in the special education frameworks. A wide expression observed during the first and third research cycles related to the

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capability of the special education teachers to lead the assistants working in the educational framework in which they work. The main difficulty was expressed by the lack of knowledge/capability, on the part of the teachers, to find a style of leadership that would coincide with the maturity level of the assistants' team. This according to the model built following the works of Fridman (1993; 2000a, 2000b), Hersey & Blanchard (1977), and Zigarmi (1991 in Fridman (2000a)).

11.3 Conclusions

This study indicates that there are still "loose ends" regarding this subject, that leave room for new theories, a broader explanation and issues that should be re-examined. This framework indicates that it is worthwhile to examine other aspects of the special education teacher's role perception. It is also advisable to continue deepening and examining the special education teacher's role perception in what pertains to the professional knowledge needed to form a specific education program, aside from the issues of management and leadership, which was already examined in this study. It is recommended that these studies be conducted in the framework of action research as well as empiric studies.

Common denominators were discovered between the three case studies, and conclusions were drawn regarding the following topics:

11.3.1 The special education teachers' role perception as leaders and managers of an interdisciplinary team

The findings of the study crystallized into a model that expresses the coping layout in the special education teacher's role perception in terms of the management and leadership of an interdisciplinary team. The study's findings clearly demonstrate that the special education teacher's self perception as a leader/manager is influenced directly by the level of conspicuousness of self efficacy. This contributes directly to the level of her success in coping with conflicts while fulfilling her role, and the change in the definition of her role. The better her personal development, the better her coping ability and her self-perception as a manager/leader while performing her role. The study's findings reflected that there is a connection between the teacher's worldview regarding the education and rehabilitation of her students, and the ability to recognize a need for

change. However, she does not always know how to lead this change. In order for her to be a leader who leads change in an interdisciplinary team, she requires personal development, a higher sense of personal capability and a high self-perception in terms of management and leadership skills. The more her personal development and sense of personal capability will increase the more her self-perception as a leader will increase. The more ability to cope with conflicts and change will cost her less energy and will make room for leading changes in the educational framework towards improving the education and the treatment of the pupils.

11.3.2   The special education teachers' training structure

Teacher training copes with developments and changes in the role perception of teachings, and requires a tendency towards openness and progress. The extreme growth in the different areas demands a high professional status on the part of the teachers, even though the teaching status has declined during the past few decades. Therefore the studies and models published in the professional literature that relates to teacher training demand the fortification of the personal and practical knowledge on the one hand, and the intensification of the teacher's personal development and sense of personal coping capability on the other. These following experiences, which testify that theoretical knowledge alone does not aid attempts to solve difficult situations the teacher encounters while fulfilling her/his role. (Kremer-Hayun, 1996; Muijs, 1997).

In accordance with this conclusion, the findings of the current study's second and third research cycles regarding the process of personal development and, acquiring leadership skills and knowledge pertaining to leadership of an interdisciplinary team in a group context. The conclusion of both of these research cycles, unlike the first one, is that context is extremely meaningful and that this group framework influences and advances the process. This relates to an alternative framework of a learning community/collegial community/learning teachers' room in which an active workshop is created. This includes forming group processes that deal with the acquisition of practical knowledge in the area of leadership and management of an interdisciplinary team, as well as the

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processes that advance personal development and a sense of personal capability in terms of role fulfillment.

The findings of the study reflect that in these processes the participants will find an empowerment of their inner resources and the outer resources that surround them. These processes will aid them in coping with the process that demands a change in the level of personal conception regarding the role perception, as well as a change in the contextual level of the educational framework in which the participants work, according to the following model: (on next page).

Figure 6: Special education teachers' training structure, in the context of the need of leadership and management skills acquisition (based on the theories of Schonmann (1998); Kass & Fridman (2000); Bandura (1977); Cherniss (1993) and Greenfeld (2002))

Leadership and management skills and behavior based on self-development and self-efficacy

Self	Role

Why? & What? ⟷ **How?**

Values and beliefs	Theoretical Knowledge	⟺	Reflective process through dialogue and group dynamics	Skills in the field of management and leadership

Contents in leadership and teamwork approaches ⟷ **Social sphere**

Organisation dimension	Task-oriented dimension	Human relations

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The study's findings created a situation where the responsible persons in the Israeli educational system, and perhaps those in other countries as well, will set aside time to contemplate a change in the special education teacher training framework, in the teacher training institutions and through professional guidance and training programs in the areas mentioned, for these teachers in the duration of their role fulfillment.

11.3.3 Constructing a training process for assistants working in the special education arena

The findings of the study indicate a low level of professionalism on the part of the assistants in terms of practical knowledge, values and beliefs while fulfilling their role. Research findings that were mentioned in the chapter discussing teamwork in the field of special education show a problematic phenomenon forming in a place where different people with different levels of education are working as a team. This problematic state in expressed in the conflicts defined as professional conflicts and status conflicts (Tal, 1995). As presented in the chapter discussing teamwork, and in the discussion of these findings in this summary, studies that relate to styles of leadership that are fitted for employees and situations such as the Hersey &Blanchard model (1997) and Fridman's (1993) – indicates a demand to activate a style of leadership.

This style contains a deep process of professional training and relentless creation of motivation to the unskilled employees, in order to turn them into a crew that is ripe, motivated and has acquired sufficient professional knowledge. All these obligate the teachers to invest a large amount of their resources during working hours and outside them, training the assistants on the one hand, and on the other, to acquire knowledge and skills of implementing styles of leadership that are suited for the maturity level of the assistants. At the same time, there is an urgent need for the existence of a professional training process, and the development of a clear and defined worldview regarding their profession. This training process constitutes a base for the beginning of a dialogue between the leader and the person she is leading, where there is a demand for a very professional discourse, based on values and beliefs that exist as the base of a worldview regarding the education and rehabilitation of SEN pupils.

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