ANGLIA POLYTECHNIC UNIVERSITY

ABSORPTION PROBLEMS IN A MULTICULTURAL SOCIETY: SELECTED ISSUES OF PROFESSIONAL INTEGRATION OF IMMIGRANT TEACHERS FROM THE FORMER SOVIET UNION INTO THE EDUCATION SYSTEM IN NORTHERN ISRAEL

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A Poem I Wrote About My Absorption
By: Faina I. (10 years in ISRAEL)

I set out on a new way with a satchel on my back
and in the satchel the forty years of my life.
Childhood, youth, high school, university and marriage.
Two lovely daughters, beloved pupils
Chernobil’s dark days, and my late father’s death.
A heavy rock lay upon my heart.
What will happen? How does one begin?
How do we survive? and where do we draw strength from?
The first home in the homeland was a kibbutz.
Even today, the kibbutz is for me,
much more beautiful than a dream.
And the people I knew there remained good friends.
I learned how to be a teacher in Israel.
The first encounter with teaching was at the “Ohalo” college.
An enchanted place
on the banks of the Kineret.
Not only education did we learn
we learned to love this country.
First steps at the school.
Difficult! Very difficult!
But two things are there
which won’t let you fall
I have to survive I am responsible for my children
and no less important is my love of my vocation
a profession, which is the most important
which gratifies and satisfies and won’t let you grow old
and here I am today
a full-time teacher
happy with my lot, my family
and with the new home I made here in Israel
and on my back a satchel with my
forty eight years in it.
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ABSTRACT

Absorption Problems in a Multicultural Society: Selected Issues of Professional Integration of Immigrant Teachers from the Former Soviet Union into the Israeli Education System in northern Israel

BY EINAT BERGER

January, 2001

During the last decade about a million new immigrants have come to Israel from the former Soviet Union. This research is dealing with the new immigrants' absorption process and concerns the new immigrant teacher in particular, is of national importance for the Israeli society. The study explores the effectiveness of exploiting human and economical resources, focuses on the issues and reasons for the difficulties of immigrant teachers within a new country and a different education system. The conceptual framework reviews the "Immigration Crisis" and discusses the issue of "Being a New Teacher", places the emphasis on "Being a New Immigrant Teacher".

The paradigm of the study is qualitative, phenomenological, action research. 113 new immigrant teachers working in the education system in Northern Israel and 15 principals of the same district took part in the study.

This research integrates qualitative and quantitative research tools and attempts to obtain the advantages of such distinct methods, creating a synthesis between them: Questionnaire, Observations, Ethnographic Interview, Focus Group, Web Forums, Document Analysis and Content Analysis. Data presentation included “thick description”(Geertz’ 1973) that allows the reader to build their own impression of the findings.

The findings of the research showed that: 90% of the immigrant teachers have academic degrees, 61% have 5-21 years of teaching experience, 50% of them are 35–44 years old, i.e. they have great professional potential. Their main difficulties are those of language, which is the teaching tool, have low self images, they feel lonely, they have difficulties adapting to the teaching methods in Israel, to the culture and the society in addition to difficulties in finding work; most teachers have rigid positions regarding the authority of the teacher, but these positions gradually change to more progressive approaches, which focus on the children; only a few of them participate in the mentoring projects of the training colleges, but most of them prefer mentoring in the school (a colleague that accompanies them, aided by the principal); It was also found that help from the staff is the most significant factor in the successful integration of the immigrant teacher in the Israeli education system.

Conclusions: Immigrant teachers constitute an important pedagogical resource for the State of Israel. The best way to absorb them in the system is having them participate in an “Adaptation Course of Teaching in Israel” and supporting them in the framework of the school. The success of absorption depends on cooperation and coordination among all the involved factors: The ministry of Education, the local authorities, the teacher training colleges and the schools.

The knowledge gained from this research contributes to an understanding of the subject, i.e. the professional integration of immigrant teachers from the former Soviet Union into the Israeli Educational System and the cultural adaptations of a valuable “Human Capital” into the Israeli society. However, this can be seen as a worldwide contribution to the better understanding of the integration of the skilled group of immigrants.
Chapter 1 : Introduction

The beginning of the last decade brought approximately 100,000 immigrants to Israel per year. Most of the immigrants came from the former USSR. The large number of immigrants caused the Ministry of Education to set new policies and get organized for the absorption of both immigrant students and teachers into the education system (Ministry of Education 1991; 1992; 1996).

This organisation aimed at providing appropriate solutions for the absorption of immigrant teachers as new citizens and teachers who have to make a transfer from a mentality, rules, habits and a certain way of organisation that they were used to, to another, unfamiliar system.

The Ministry of Education’s publications regarding these issues refer to absorption in terms of mastering Hebrew, making up for the lack of knowledge in Judaism and national matters and the adaptation of their subject matter to the prevailing curriculum in Israel. This component of adaptation led to the idea of supporting the teachers while they make their first steps in Israeli schools. This is the subject the current study engages in.

Immigrants are a large portion of the population in many countries such as Great Britain, Germany, France, The United States, Australia, Canada and Israel. Canada and Israel can be considered countries that absorb immigration, while Ireland, China and South and Eastern European countries are countries of emigration.

Although many phenomena are termed “immigration”, the phenomenon is not of

- Each new immigrant with a teaching certificate is an immigrant teacher.
  Immigrant teachers are taken care of by the department of immigration absorption in the Ministry of Education (See Appendix 3).
uniform and simple properties. On the contrary, the main characteristic of the phenomenon is that it is versatile and rather complex in certain areas. Thus, one can refer to voluntary immigration VS forced immigration, temporary immigration VS permanent immigration; immigration for economic reasons VS ideological immigration; immigration to a society in which immigration is common VS immigration to a society where the immigrant is unique phenomenon (Leherer, 1993).

The research, which deals with the new immigrants' absorption process and which concerns new immigrant teachers in particular is of national importance for the Israeli society. On the one hand, the State of Israel obtains a valuable resource of a skilled, professional and experienced population and on the other; the country invests huge resources in their integration in the Israeli education system. After interviewing immigrant teachers, I got the impression that they are highly aware of the importance of a successful job as a basis for their professional and social integration in Israel. They are aware of the fact that their first working year largely determines their professional future in the country. Therefore, they are highly motivated and willing to make great efforts.

This research intends to explore the effectiveness of exploiting human and economical resources, to focus on the issues and reasons for the difficulties of immigrant teachers within a new country and a different education system. We attempt to learn about the ways by which the immigrant teacher is assisted by the education system, by teachers’ colleges and by the schools in order to assure a successful process and allow an educated and experienced population to contribute to the education system in Israel. This, in turn, contributes a successful personal and family absorption process as citizens of the country.

The study of the immigrant teachers’ integration within the Israeli education
system is a field which possesses numerous aspects. Therefore, the theoretical background, which is required for the study is also very extensive. In this Thesis, the point of view moves from the "Immigration Crisis" to the issue of the "Being a New Teacher", and from this point focuses upon the integrated parameters of the "Being a New Immigrant Teacher".

All this, hoping that this conceptual framework will serve as a basis for shedding light upon the findings.

The research questions, actually cover the basic questions posed by this study, and they refer to the following topics:

- The immigrant teachers’ difficulties during the first years of teaching in Israel.
- Adaptation and integration within the schools.
- New immigrant teachers’ assessment of mentoring.
- The new immigrant teachers’ attitudes to teaching and education, and their self-image.

The current research results may contribute to the international community of researchers and to systems within Immigration countries with a vast awareness of the economical value of immigrants, such as the United States of America and European countries.

As a person responsible for the integration of immigrant teachers in the northern district of the Ministry of Education, I will be able to apply the results in my everyday work and recommend changes concerning the absorption policy of immigrant teachers in other districts throughout the country.
I will be able to indicate that the knowledge, the mentality and culture may serve as factors for the establishment of a direct contact with the research population and contribute to the understanding and analysis of findings.

Furthermore, this research is highly important to me personally, as an individual who went through the same process 28 years ago, in the “melting pot” period. I am very interested in the changes immigrant teachers go through in the period of “cultural pluralism”, giving me the opportunity to get to know professionals whose situation I can understand, who I can help more.
Chapter 2: Conceptual Framework and Literature Review

2.1 Preface

The state of Israel has always absorbed waves of immigration. Israel is the only country in the world where there is a semantic difference between “Immigration” and “Aliya” (Eizenstadt, 1989; Izekovich and Buck, 1991; Shamai, 1999), because “Aliya” (immigration to Israel) is perceived as motivated by ideological reasons and therefore whoever makes it is highly appreciated. This idea is rooted in the Bible (Ezra and Nehemiah, 2:1) where the term appears for the first time “Now these are the children of the province that went up (“Aliya”) of the captivity…” The subject also appears in the writings of our sages and ancestors, the Mishna and the Talmud, where it says, “The land of Israel is higher than all the other lands in the world”.

When the last immigration wave started, it was clear that the outcome of the encounter between immigrants and veteran members of Israeli society would be influenced by the immigrants’ values and positions regarding the society, the state, tradition and Jewish history and by their fears of this encounter (Leherer, 1993).

The study of the immigrant teachers integration within the Israeli education system is a field which possesses numerous aspects. Therefore, the theoretical background, which is required for the study is also very extensive. In this Thesis, the point of view moves from the "Immigration Crisis" to the issue of the "Being a New Teacher", and from this point focuses upon the integrated parameters of the "Being a New Immigrant Teacher".

All this, hoping that this conceptual framework will serve as a basis for shedding light upon the findings.

This review emphasises immigration processes, surveying absorption stages in
general, the immigration to Israel and absorption strategies in particular.

The research’s conceptual framework of this subject is illustrated in the following diagram:

*Diagram 2.1: Developmental Model Illustrating the Literature Survey*

**Parameter A:** Being a New Immigrant

**Parameter B:** Being a New Teacher

**Integrated Parameter:** Being an Immigrant Teacher

### 2.2 Being a New Immigrant (Coping With Immigration Crisis)

#### 2.2.1 Immigration as a Phenomenon of Crisis

Immigration is defined in the relevant literature as a problematic phenomenon for the individual, focusing particularly on two aspects (Neeman, 1990): The first - an interactive alienation following the immigration, from the country of origin or from the absorbing country, or, quite often, from both of them.

The second - adjusting problems following immigration from the physical-materialistic aspect as well as from the professional, cultural and social aspect.

Immigration is a process which compels revaluation of the cultural foundations on which the individual used to depend, and reestablishing these foundations under new circumstances of life. The immigration process is characterized by accelerated changes, thus causing stress situations and crisis following the acute changes and the transfer from one situation to another.
As a result of the above the individual is troubled, he has many hesitations about his new identifications problems, in different areas, and he is trying to build new interactions with both his old and new world.

There are six major elements of identification through which the immigrant undergo processes of loss and change (Zilberman, 1990):

* **Way of Life** - The transfer from one country to another is involved with change of expectations, habits and customs. Because of the differences of values and ways of life, the immigrant could find himself in confusing situations where he could not understand the customs and modes of behavior of his new environment, and the environment misunderstands his way of behavior and sometimes even rejects him.

* **Language** - The reduced capability of communicating with others causes damage of all the functioning levels (cognitive, emotional and behavioural) of the immigrant.

* **Tasks** - The change of the conditions of life following the immigration is involved with change of the ways and the characteristics of the tasks people used to have within the family and outside as well.

* **Social Environment** - Immigration is involved with separation from family members, relatives and friends, and also from social establishments (youth movement, community center), consequently the immigrants' feeling of social affiliation is hurt.

* **Employment** - Immigration very often compels change of profession, which is often followed by a decrease in the professional performance, when the immigrant is engaged with jobs he is not familiar with, and his efforts are less profitable than they were in his country of origin.

* **Physical Environment** - A sensation of estrangement is often created by change of climate, landscape, architectural structures and so on.

Immigration involves two opposing processes:

**A. De-socialisation** - A process in which the immigrant has to detach himself from values and norms he was used to in the society of his country of origin. He
has to abandon habits and behaviours he was used to.

**B. Re-socialisation** - A process in which the immigrant acquires the norms and values practiced in his new society. The difficulties the immigrant has to face in the re-socialization process depend on the characteristics of the society in his country of origin.

The "rigidity" level of the culture in the country of origin has a considerable influence on the re-socialization process. In a "hard" culture people are connected to their values in a more significant way, and their adaptation to a different society is conditioned by their internalized cultural characteristics which could either delay or promote their adaptation to a new social environment (Horowitz, 1989).

The transfer and the lack of continuity from the past to the present, which characterize the immigrant’s state, lead to uncertainty, especially when he has to cope with new cultural codes in his daily life.

In some aspects the immigrant's condition could be compared to a child's condition in the sense that both of them have to go through the process of de-socialization, abandoning old habits and adopting new ones in order to integrate in a new society: re-socialization.

Immigration is a problematic situation particularly when no advanced preparation and socialization were provided in the country of origin, and because it is difficult to locate personal characteristics effectively for a more smooth adaptation process.

This problematic situation is even more serious when the immigration is to heterorganic societies where there is no dominant culture, or where culture is vaguely defined (Neeman, 1990). In a situation where no definite behaviour standards prevail, the immigrant is confused as to the things he should be adjusted to, and the whole adaptation process becomes doubtful.
2.2.2 Main Concepts in the Immigrant’s Adaptation Process

2.2.2.1 Assimilation, Adaptation, Integration

The concept of assimilation, a central issue in the theories of immigration, has often quite a vague reference. The basis of the assimilation ideology is in the democratic-liberal conception, striving for a society in which the equality prevails in all life areas, where the State is an integrative super frame, which has no distinction of economic or social status or any ethical affiliation.

A society which expects total assimilation of the immigration, where the attitude towards the immigrant’s culture is based on the distance between his culture and the local society’s cultural values, and conflicts are regarded as part of the assimilation process which the immigrants are supposed to go through. When the immigrant adopts the values of the local society, the prediction is that fewer conflicts will occur, and then the absorbing society regards the absorption process as successfully accomplished (Ramos, 1980).

Gordon (1964) finds a few definitions for the assimilation concept. The main characteristics of all the definitions refer to the cultural change by adapting the immigrants' cultural structures with the local culture, expressed by his joining social groups, clubs, local establishments and mixed marriages.

The cultural assimilation is the first stage of this process, and in some cases, it is the only one, which actually occurs in practice, even when no other characteristic of this process does occur.

A different and more extended approach to the assimilation concept is proposed by Kovacs and Crompley (1975), who make a distinction between two types of assimilation:

**Monistic Assimilation** - When the immigrant is required to become similar to a sociological-cultural stereotype, which prevails in the absorbing country. This
approach is based on the assumption, which determines that parallel cultural traditions, which prevail in the same society, threaten the cultural unity, and could be a source of constant struggle.

**Multi-cultural Assimilation** - Groups of people who are identified by personal and social characteristics of their own, yet they consider themselves as belonging to one nation. Thus, the immigrant could still be connected to the basic values and beliefs of his country of origin, without being rejected by the local society, since the absorbing society has an initially positive attitude towards the different ones.

In practice, the multi-cultural assimilation tends towards the next concept of “adaptation”. Through this distinction of Kovacs and Crompley (1975) we could distinguish, in the school world, different situations of assimilation. In schools where the pupils’ identification is measured by their educational achievements, and the attitude towards them is on a superficial behavioural level, the prevailing assimilation is the monistic assimilation.

Semionov, Shapira and Lerental (1993) offer two aspects of attitude to the concept of adaptation:
The subjective aspect - which includes the immigrant’s feelings, sensations and satisfaction with his own absorption in the local society.
The external aspect - The authorities’ evaluation of the immigrant’s performance.

Fitzgerald (1974) suggests another aspect to this concept, which distinguishes between social and cultural identification. The social identification depends on the changing circumstances in which the immigrant finds himself, and which promote the behavioural adaptation of the individual according to the dictations of the new environment.

The school, which operates according to the monistic assimilation, will emphasize its efforts on a quick adaptation assuming that the personal and social adaptation will automatically follow.
The schools operating according to the multi-cultural assimilation will focus on a more extended process of the immigrant pupils' adaptation, and less on concrete achievements in the short run.

The cultural identification extends beyond the circumstantial adaptation, by trying to prevent any damage to the immigrants' cultural identification, and by creating a continuity between their original culture and the local one. This approach encourages more stability and permanency of the individual's behaviour.

Three different approaches relate to the possibility of the immigrant's absorption (Izikovitz and Back, 1991):

**Assimilation** - Adopting the customs, the language, the tradition and the cultural manners and values of the absorbing society, so that no differences could be distinguished between them few years later.

**Adaptation** - allowing the possibility of keeping the values of the immigrant's country of origin, while living in harmony with the values of the new society.

**Integration** - Mutual adaptation of both the immigrant and the absorbing society, by creating a multi-cultural society, which respects the minorities’ contribution as, equal to the majority's.

During the recent years societies tend to adopt the integration approach rather than the assimilation approach.

Research shows that in supervised frameworks the difficulties of the immigrant could be controlled and reduced and the absorption process could be accelerated by creating awareness of the subject among the members of the absorbing groups (Raz, 1978).

The approaches of integration and assimilation shape in a differential way the interaction between the instructor who learns in different educational frameworks and the approach of the education system towards the immigrant child (Izikovitz and Adam, 1982): In the assimilation approach which emphasizes social
ethnocentric values, the pupils who fail to adopt the values of the dominant group will have a cultural deficiency, and they will have to adjust themselves to the desired contents determined by the dominant group. In contrast, in the integration approach, based on the pluralistic ideology, the program of study and the instruction methods will be designed according to the cognitive style of the individual pupil and according to his culture and primary socialization.

2.2.2.2 Foreign and Alienation

Two concepts are required to understand the term Alienation (Kovacs and Crompley, 1975):

Belonging (Solidarity) - When a person feels that he is a member of a certain group, which has definite characteristics, and shares mutual experiences, expectations and values.

Controlling life - Sharing the decisions, which organize the man's activities.

The alienated person is one who had lost control of his life, and does not feel belonging to any group. He lost his defined identification and became a stranger even to himself. The result is loss of pride, importance and significance. The alienated person is a lonely person, who lacks power, unable to understand what happens around him since the connection between cause and result, which he once knew - is no longer valid.

Alienation is characterized both as a static state and as a gradual process.

In the country of origin the immigrants had feelings of belonging to the place (social and cultural), and they had control over their lives. They were familiar with the social processes; values, expectations and they knew the economic significance of living in their country and how to cope with them.

In the new country, the immigrants have feelings of uncertainty; skepticism and the basic activities to create economic safety require physical and mental effort.
The new world is a foreign place for the immigrant. The difficulties he has to face are completely strange to him: making a living, finding lodging, lack of social support, a totally new world of concepts both ideological and in the daily life. As much as he is considered a stranger in the eyes of the local society that much he sees them as strangers.

Following Parsons (1964), Chen and Pinkus (1970) determined four signs according to which the foreigner is recognisable in society:

"Foreignness" justifies the foreigner's incapacity to maintain himself under the new circumstances, and prevent him from deciding about his own fate.

"Foreignness" is regarded as a temporary condition, the more the foreigner takes responsibility of his actions, the less of a foreigner he would be.

The foreigner's rights are given to him "on condition", the condition is that he would see his foreigner state as an undesirable state, and he would make efforts to change this state as quickly as possible.

As long as the foreigner remains in this state, he should follow regular and public actions to bring this state to its end. Acting publicly shows that the foreigner is in a state that requires special treatment, yet he would make any possible effort to terminate it.

The immigrant is a foreigner in his new society; his status is limited since he does not belong to this society. He could not remain in this mental state forever, firstly because of the human need to belong, and secondly because of the society which tends to reject the stranger - the different.

The foreigner is categorized under the human category of stranger, the society is focused on the exposed characteristics, or on certain details of his behaviour which are easy to explain, therefore, during the encounter between the local people and the immigrants the external details are much more significant and emphasized (Goffman, 1983).

The foreigner is required to disengage himself from the ambivalent situation in which he finds himself, and tries to be admitted to the new society, through a long process of learning the behaviour of the absorbing society.

At the same time the absorbing group is busy defining the stranger and its
expectations from him, including high conformity, in order to become a member of the group (Raz, 1978).

In school, the pupil does not reject the immigrant; he rejects the foreigner. The immigrant joins the class, which is already consolidated, while he lacks the most important communicative tool, the language. His interaction with the class is rather limited.

During the early stages of the interactions between local pupils and immigrant pupils, the local pupils have almost no knowledge about the immigrant as a person, about his skills or his special characteristics. Therefore they react towards him in a certain way of social interaction, which is connected, to the fact that he is a "foreigner", according to the socio-economic knowledge they have about him, and according to external characteristics only (Ibid).

The class pupils regard the immigrant pupil's participation in its social activities as an expression of his desire to belong, to be identified with the class objectives, thus allowing the possibility to develop social relations and to learn the norms of the equals group and its tasks.

Lack of such participation is interpreted by the group as no desire to belong and, therefore, the group tends to alienate the foreigner and does not regard him as a partner. The foreigner will then look for other easier relations, with other foreigners like him, with marginal groups or with other immigrant pupils.

The immigrant pupil is trying to understand the meaning of others' behaviour and to plan his actions accordingly.

In order to be admitted to the peer group the foreigner should adjust both to the teacher and to the pupils, if he fails to adjust he might become introvert or even violent (Solomon, 1977).

The disharmony between the immigrants' expectations and the new society could be expressed in several areas:

In the educational atmosphere of the class - when the immigrant pupil is disappointed from his educational or cultural status, and from the change of the educational environment (the transfer from centralistic to democratic style could induce to behaviour problems, lack of discipline and loss of boundaries) he might adopt some extreme values defined by the local culture as negative values.
Expectations of his studies - when the immigrant pupil fails in his studies, he might consider it a very significant failure, he feels frustrated and inferior, and he might become suspicious and depressed if no support is extended to him.

Expectations in his inter-personal social relations when the immigrant pupil feels socially rejected because he fails to socially adjust in his class, he could become suspicious and paranoid.

Expectations of culture and language – Not knowing the language and the local manners, ridiculous use of the new language could cause feelings of frustration and dependency. The young immigrant could decide to remain silent to avoid the embarrassment.

2.2.2.3 The Immigration Stages

During this research there will be two types of stages in the immigration process, one more general and the other more focused on the cognitive processes the immigrant is going through.

The two stages of immigration according to Eisenstadt (1954, 1973):
Motivation to immigrate - the physical process of immigration, and the absorption process, socially and culturally, within the new society.

Motivation to immigrate and the characteristics of the society of origin:
The main motives for immigration are connected with the needs of physical safety, economic needs and future prospects of economic safety. Sometimes the motives are connected with the immigrant's failure to achieve his goals, and sometimes he feels unappreciated in his own society. The adolescents do not take part in the decision making process of the family and, therefore, their motivation is not taken into consideration.

2.2.2.4 The Immigration Process

The physical process of immigration itself, includes a relation to demographic
aspects of the immigrants (age, number, immigration intensity etc.). During the immigration process the immigrants keep their relations with the family members who remained in the country of origin, this relations are called "the channel of immigration". The power of this "channel" is by increasing immigration, if the information passing through this channel is positive and encouraging, or by reducing the immigration following negative information.

**Immigrant Absorption within the Social and Cultural Framework of the New Society** - Changes in the immigrants' conditions of life create adjustment problems in the new environment. The more distant the immigrant is from his new society, the more difficult his adaptation process, and the more intensive his problems. In most cases the immigrant lacks any knowledge about the social norms of his new society and about the expectations of this society from him. This stage is the most important for the purpose of this research. Therefore, it will be elaborated and the intermediate aspects of this stage are hereby described.

**The Immigrant’s Adaptation Model** - By Dotan and Shapir (1990).

The mental reactions following immigration change from one person to another, yet Marris (1974) finds many similarities between immigration and reactions of mourning and separation. Separation from friends, from the familiar folklore, from the culture, from the landscape, in addition to separation from the familiar social-bureaucratic mechanisms of the country of origin, all together contribute to the loss of mental support sources of the immigrant, and render it more difficult for him to cope with his new society.

The adolescent immigrant is in an acute situation, in addition to his passage from childhood to adolescence, necessary for his independence process. The total change of the familiar environment is involved with pain and suffering for the adolescent immigrant. He has to create double identifications, first his identification as an adult and his identification as an immigrant.
Marris (1974) found that the mourning process following the loss of a close person is similar to the process the immigrant is going through following his detachment from his familiar world and the encounter with a completely different world.

Four stages characterize the adaptation process of the immigrant:

**The Idealisation Stage**
This stage starts a while before the immigration, and lasts from a few days to several months. This stage is characterized by an idealistic view of the new country and the opportunities in the new place, compared with the limitations in the local country. The higher the emotional investment in the immigration plan, the more intense the idealistic view.

The immigrant ignores his personal contribution to his failure in not fulfilling his ambitions, he ignores the limitations of the new environment and his behaviour is totally unrealistic.

**The Criticism Stage**
This stage appears shortly after the immigration and lasts a few years. The immigrant becomes sober of his idealisation, and relates to the limitations of his new environment by accumulating frustrations and anger. He criticises exaggeratedly almost anything and sometimes it is accompanied by the idealisation of the country of origin.

**The Depression Stage**
The anger which was directed towards the absorbing society now turns inside. The immigrant becomes aware of his own limitations and his personal contribution for not achieving his objectives. He misses the things he left behind. He suffers from nostalgia, sadness, helplessness and passivity. In addition to criticism, it could lead to regret carrying out the whole idea of immigration.
The Integration Stage:
Only the immigrants who have successfully overcome the previous stages could reach this stage. The immigrant looks for the most appropriate way for him to integrate in the new place. He starts to feel belonging to his new country, in spite of its disadvantages and in spite of the partial fulfillment of his ambitions. He is now busy integrating the values he chose to maintain from his past and the values of the new culture, thus reaching a new definition of his identity.

The Absorption Philosophy of the Host Society

The absorption philosophy relates to attitudes prevalent in the host society concerning the preferred methods of immigrant absorption, the expectations about the immigrant absorption, which relate to areas in which immigrants are expected to change and the direction of these changes. These philosophies can be separated into four categories according to the work of different researchers:

1. The immigrant is expected to change in the direction of the host society in all aspects. This philosophy has been denominated "Melting Pot" (Eisenstadt, 1954; Zameret, 1993), “Monism” (Taft, 1953) and “Assimilation” (Bochner, 1986; Berry, 1990).

2. The immigrant is expected to change in the direction of the host society only in a narrow number of areas. This approach has been termed “Pluralism” and “Multiculturalism” (Bochner, 1986; Cohen, 1990; Horowitz, 1991).

3. The immigrant is expected to change completely in the direction of the host society, as the host society will be willing to change in the direction of the immigrants. This approach has been termed “Interactionism” (Taft, 1953) and “Assimilation” (Bochner, 1986).
4. The immigrant is not expected to change at all, while the host society is not interested in establishing contact with him/her. This philosophy has been termed “Marginality” or “Separation” (Bochner, 1986; Berry, 1990).

2.2.3 Local Immigration Characteristics

2.2.3.1 Immigration to Israel before the Establishment of the State: Background

The renewed Jewish immigration was organised and is gradually increasing from the beginning of the eighties of the previous century, thus causing a significant change in the development of Israel.

This new immigration, following several factors, from the riots among the Jews in Russia (1881), and the Jewish movement, which was developed following the riots, had brought to Israel new elements, which had the strong desire to change the situation in Israel spiritually, economically and politically (Bein, 1947).

The waves of the Jewish immigration which have come to Israel since 1880 and on, are divided into seven major periods:
The First Immigration - From 1882 until 1903
The Second Immigration - From 1904 until 1914
The Third Immigration - From 1919 until 1923
The Forth Immigration - From 1924 until 1931
The Fifth Immigration - From 1932 until 1939
The Sixth Immigration - From the beginning of the II World War until the establishment of the State of Israel in 1948.
The Seventh Immigration - From the State Establishment and on.

Each one of these immigration periods had its own character and its own achievements, according to the characteristics of the immigrants, and their
capacity to be absorbed in Israel and become an active factor in the country’s development and progress.

2.2.3.2 Immigration Absorption on the Establishment of Israel

One of the State major targets was to encourage immigration. In the Declaration of Independence of the State of Israel it was declared that: "The State of Israel will be open to Jewish Immigration and ingathering of exiles from all over the world..."

"The Law of the Return" (passed by the Israeli parliament) stipulated that every Jew in the world had the right to immigrate to Israel and become its citizen.

Since the establishment of the State of Israel, on 15 May 1948 until 1950, about half a million Jews immigrated to Israel (Zameret, 1993).

During the first period the main stream of immigrants were of European origin, many survivors of the holocaust, from the concentration camps and other Jews from Eastern European countries immigrated to Israel.

According to some agreements with some of the East European countries the Jews were allowed to immigrate for a certain period of time. These agreements were against the general policy of the communist countries in which emigration was forbidden.

Yet, already at the beginning of 1948 emigration from the oriental countries had started, especially from North African countries. On the autumn of 1949 the new king of Yemen allowed the emigration of the Jews to Israel and almost all the Yemenite Jews immigrated to Israel during a short period of a few months.

In the spring of 1950, Iraq allowed Jewish immigration, only for a period of one year, and about 90% of the Iraqi Jews immigrated to Israel during that year. Also 90% Libyan Jews came to Israel. At the end of 1951 the mass immigration came to an end. When the gates of the East European countries were closed and most of the Jews from the Arab countries had already immigrated the immigration dimensions were considerably reduced.

Only in 1955 was the immigration movement increasing again especially from
North African countries.
The big immigration waves created many absorption problems in the young State of Israel. There were not enough employment places for all the immigrants, camps were quickly built to accommodate the immigrants on the expense of the Jewish Agency, then the transit camps (\textit{ma'abarah}) were built in which people lived in separate units for each family and in which they had to make their own living. In quite a short time all the immigrants found working places, but the transfer to permanent lodging was still delayed. Many of the immigrants moved to agricultural settlements, and many new agricultural settlements were established (Bein, 1947).

Between 1952 and 1954 about 54,000 immigrants came to Israel. From 1955 until 1957 about 162,000 immigrants came to Israel, most of them from Morocco, Tunisia, Poland and Hungary.

Between 1957 and 1960 immigration was reduced again and only 73,000 immigrants came, about 28,000 came from Rumania, among them many doctors, engineers, teachers and economists.

A net of absorption centers and 'Ulpan', schools for intensive Hebrew learning, was created to facilitate the immigrants’ absorption.

From 1961 until 1964 another big immigration wave came of about 215,000 immigrants (especially during 1963 -64,000 immigrants). During these years the transit camps were eliminated and all the immigrants were moved to permanent houses.

During the years 1964-1967, as a result of the economic difficulties, the number of immigrants was reduced again (only 70,000 immigrants came during these years). However, the immigration from the Arab countries was increasing constantly and the number of immigrants from these countries was about 600,000 people in 1964, thus changing the character of the Israeli society (Akerman, 1987).

The absorption process of the immigrant children from the Arab countries was very difficult because of the big traditional-social and educational gap between their educational levels in their countries compared with the educational level in Israel. The Compulsory Education Law was not enough to bridge over that gap.
and the State allocated substantial funds for advancing the weak and distressed populations.

It is important to mention that at that time there were no developed absorption mechanisms and the State of Israel had no possibility to provide the economic needs for all the immigrant families most of which had many children. The apartments, which were quickly built during the years 1952-1953, were small and crowded, thus, many poor immigrants neighbourhoods were, therefore, created.

The labour market was also poor, there were not enough jobs for all the immigrants, the possibilities were limited and the immigrants were offered only unskilled labour, which made them very frustrated since they were used to work in commerce, business and trade in their countries of origin.

**Immigration Since 1967**

After the 'Six Day War' a new wave of immigration had started. The Israeli government established a special governmental Ministry - "The Absorption Ministry", which was responsible for taking care of all the immigrants, and the Jewish Agency set up a special department for Immigration Absorption. From 1967 until the end of 1981 453,000 immigrants came to Israel, most of them from Western Europe and from Russia. This immigration was characterized by many academic educated people, technicians, managers and clerks. The immigrants were sent to Absorption Centres, were they were staying for a period of 6 months and more in order to learn the Hebrew language and to look for an adequate job until they were ready to settle in permanent lodgings.

The highest immigration rate was during the years 1972-1973, when each year 55,000 immigrants arrived in Israel. During 1975-1977 the immigration rate was reduced to about 20,000 each year. As from 1980 immigration was considerably reduced.
2.2.3.3 Emigration from ex-USSR Since the Beginning of the 1990s

The Reasons for Jewish Emigration after 1989

Since 1986 new policies were being applied in USSR Mikhail Gurbachov, the secretary of the Communist party, actually the head of the State, had decided to implement a new policy: Glasnost - honesty and openness, and Perestroika - Rebuilding. Apparently his intention was to start a process of multi-dimensional change in U.S.S.R, in order to render its regime a more humane, and to place the individual citizen on a higher level and value.

This process was like a snowball, and in three years from the day it started, against the intention of its creators caused the collapse of the Communist regime - firstly among the neighbor Communist countries (Poland, Czechoslovakia, Hungary, Germany and Rumania) and then also in U.S.S.R itself.

The Jews in the former U.S.S.R were exposed, as were all the other citizens, to a new and threatening reality: the standard of living decreased, all the previous arrangements collapsed (such as matching the products’ prices to the salaries’ level), many nationalistic phenomena started to appear (including anti-Semitism), and personal safety was under constant threat.

Armed battles started between different nations, which deteriorated to real wars. In a country where it was very clear "what is good and what is bad“, "what is allowed and what is forbidden", contradicting processes started to appear and everything that was familiar had disappeared.

The new situation was similar to an earthquake, socially and economically. Under these new circumstances of uncertainty millions of people were driven to leave U.S.S.R.

The only national minority which had a place to migrate to were the Jews, and since 1989 about half a million Jews have immigrated to Israel, as a result of the distress and anxiety they felt in their country following the revolution.

The Social and Cultural Characteristics of Russian Immigrant

The former U.S.S.R was a vast country; the Jewish minority (1.5 Million) was
spread all over the republic. The Jews were leading the same way of life as the population in which they were living. They were not a homogeneous group but a very diversified mixture of cultures, norms and social codes. The immigrants from the Baltic countries - Lithuania, Latvia and Estonia, came from a developed modern culture with connections with the West European countries. The immigrants from the European countries, Russia, Ukraine, Byelorussia and Moldavia, countries characterised by modern culture, in which almost of the Jews had high education.

All the above is valid regarding the immigrants from the big cities (Odessa, Kiev, Levov, Moscow, St. Petersburg, Minsk and Harkov), the immigrants from the villages and the peripheral settlements were more characterized by traditional culture.

The immigrants from the Caucasian area and the Islamic countries - Georgia, Turkmenistan, Tajikistan, and Kazakhstan were not of the same nature. Some of them arrived at Asia during the II World War form the European part of U.S.S.R. They settled down in the big cities and brought their original culture with them, while taking part in the modernisation process these countries have been through. The other group was the Jews who were living in those countries for generations. Those of them who were living in the big cities (Tbilisi, Baku, Tashkent, Doshnava, Pronza, Alama-Ata) were exposed during the recent years to the modernisation processes in their countries, whereas the immigrants from the village areas and the small towns could be characterized by their traditional culture and by starting to change towards the modern culture.

The immigrants who came from areas of modern culture tend to relate great importance to education, to acquiring a profession and to the progress of each individual according to his own skills. The modern and profane plan of the Israeli society appeals to them (according to their capability to adjust) and corresponds with most of their needs in the sense of fending employment and norms of culture, which are acceptable here.

The immigrants who came from distant places of the Asian countries (distant from urban centers) have brought the typical values of a traditional culture: big
family, close connections within the big families, patriarchalism, they regard education and profession as less important than cultural values, but merely as tools for integrating in the new society. Some of them were employed in their countries of origin as mediators, trade and organization of connections between different establishments; professions, which are not popular in Israel, and therefore many of them, are having difficulties finding here appropriate jobs.

2.2.3.4 Different Approaches to the Immigration Absorption Processes

The “Melting Pot” Approach

The approaches towards immigration have been through processes of change during the years of the State. At the beginning of the Fifties the "melting pot” approach was prevailing. According to this approach the new immigrants had to adjust to the local culture while neglecting their own. Since there was no a consolidated culture in the new country it was not clear to which culture they should be adjusted. During the time it became clear that the preferable culture was the culture of the groups who emigrated from the East European countries, rather than the attitude towards the culture of the immigrants from the Islamic countries as towards an ethnic minority (Ben Rephael, 1985).

The terms "Ingathering of the exiles" and "Melting pot" were misused (Eisenstadt, 1970, Chen and Pinkus, 1970, Ben Rephael, 1985, Samocha, 1985).

- "Ingathering of the exiles" has an integrative significance - all the exiles will come to Israel, all of them equal, and each one of them shall contribute its uniqueness to the common cause.

- "Melting pot" - has a mixing and melting significance - by eliminating the differences between the different groups, and by ignoring the uniqueness of each group, one and unified nation would be created.

The detachment from all the unique elements of community traditions, and the
creation of one cultural system with components of different cultures, a system which is dominated by one culture which is the Ashkenazi culture from East and West Europe, led to an intensive, sometimes even crushing interference in the immigrants' life in different areas: from administrative enforcement into settlements and employment, through personal hygiene followed by family planning and education modes (Lisk, 1990).

In the State of Israel where the gathering of exiles was a survival necessity, it was quite difficult to cope with the difficulties, which resulted from this approach. The immigrants whose culture was more distant from the dominant culture had to pay a very high price, both socially and personally. The results were feelings of loss, vulnerability and high stress level followed by frequent conflicts among the new immigrants themselves, and between them and the absorbing society (Kahana, 1991).

**Cultural Pluralism**

Towards the end of the Fifties, the approach towards immigrant absorption was changed and the approach of cultural pluralism was adopted. The focus of the pluralism was to acknowledge the cultural autonomy of different immigrant groups, to respect their uniqueness although their culture was completely different from the dominant culture in Israel. This new approach was based on the desire to encourage self-definition in order to achieve gradual change within the new immigrants and the old population of Israel (Lisk, 1990).

Under the title of cultural pluralism, researchers have made the distinction between open pluralism which stands for equality between the communities, and covered pluralism which contained a preference of the dominant culture accepted by the different communities (Ben Rephael, 1985, Samocha, 1985).

In the formal level there were pluralistic signs both in the education system and the media, signs of ethnic awareness together with the attempt to encourage the immigrants' self image, whose culture was deprived, and attempts to compensate them by giving them higher priorities over the others (Horowitz, 1991).
The big immigration wave after the Six Day War has brought about 120,000 immigrants from U.S.S.R, some of them after many struggles against the Soviet establishment. The great part of them arrived from Georgia, Caucas and the regions of central Asia, most of them had big families with many children (Cohen, 1990).

The immigrants were accommodated in Absorption Centres in order to allow them a gradual adaptation process in the Israeli market and culture.

**Direct Absorption**

Since the Seventies until the Nineties there were almost no waves of immigration. Moreover, there were many immigrants from the former U.S.S.R who left Israel, and many Israeli born youngsters who had also left the country. A negative immigration balance was created.

In order to improve the conditions for a better absorption process of the new immigrants, and in order to avoid the mistakes of the Fifties, the absorption strategy was changed into "Direct Absorption": Large decentralisation of the control system on the immigrants' extended services; allowing the immigrants to make their own choices and preventing any direction (according to the Absorption Ministry instructions, 1990).

The extent of the big immigration wave of the Nineties, and its characteristics have turned it into unselective immigration on one hand, and have created many economic absorption problems on the other. The economic market mechanisms were unable to channel and regulate them.

Moreover, considering the professional skills of most of the immigrants and their personal expectations, they were supposed to be integrated in the high economic and social levels of the population: Engineers, doctors and artists, but due to the increasing unemployment of these professions, it was impossible to provide the immigrants with appropriate working places (Gordon, 1990).
Another source of tension was created because of the conflicts between the new Russian immigrants and the old immigrants from the Islamic countries. The old immigrants feared that the mass immigration from Russia would become a threat and an obstacle for them in their attempts to achieve their social, economic, political and cultural targets, after many years of struggles and deprivation feelings (Shveid, 1990).

The national characteristics of the immigration of the Nineties were not of the same nature. Only a third of them have a national religious Jewish awareness, whereas two thirds lack a definite Jewish awareness, the families are mixed, some of them are not Jewish, and their arrival in Israel was not because of nationalistic reasons (Katz, 1990).

The reasons for these immigrants' arrival in Israel were because Israel today is the only shelter which could solve the Jewish religious problem in an inclusive way; therefore, most of the present immigration lacks any basic cultural Jewish foundation (Harel, 1991).

According to the data of the Central Statistics Bureau 32,000 teenagers arrived at Israel until February 1992, about 8% of the total immigrants population (around 400,000 immigrants).

Most of the immigrants arrived from the European part of Russia where the big cities are located (Moscow and Leningrad in Russia, Kiev, Odessa, Harkov and Levov in Ukraine). Their way of life is characterized by the modern culture.

All the immigrants and their families have experienced the extreme ideological change in Russia and the collapse of its dictatorial regime. The political and social norms, which were very strict during the dictatorial regime, have been changed, and towards the Nineties the Russian citizens could enjoy more freedom, less communist propaganda and more free education, however, they have never experienced real democracy yet.
The present, more free, cultural environment in Russia is similar to the cultural environment in Israel, but the economic policy of the Nineties in Israel, which abandons the social, democratic progressive ideology and moves to conservative, capitalistic ideology by encouraging private consumption and satisfying personal desires, makes the economic adaptation much harder for the new immigrants (Shraga and Slonim-Nevo, 1993).

The economy in Israel was not prepared to absorb immigration to such an extent, and employment problems rendered its adaptation more difficult. The direct absorption did not supply means to acquire the language, nor funds for employment, as was the case during the Seventies. As a result, the process of finding work was slow, gradual and conditioned by the demand and supply of the free market.

The policy of no economic interference and allowing the immigrant to organise by himself has influenced the immigrants' adaptation in many areas of life including education.

Some schools in different parts of the country had to absorb enormous quantities of immigrant pupils, and open entire classes especially for them, whereas in other places there were only small quantities of immigrant pupils. The different quantity of immigrant pupils in each school required different arrangements of the educational institutions.

This situation drove the researcher to examine how this policy affected the immigrant pupils of secondary school, and how they cope with the fact of being such a small minority in their school.

Several approaches regarding the immigration absorption in the educational institutions are prevailing side by side (Horowitz, 1991):

- Cultural Pluralism orientation in the fields of culture and education which relates to the different cultures prevailing in the State of Israel and by giving legitimacy to all of them.
- Compensation orientation towards the oriental groups in order to raise their cultural image by introducing additional cultural values into
the education system.

- Orientation of assimilation, by maintaining the dominant culture, in spite of the influence of the ethnic differences on the education system outputs.

**Learning the Hebrew Language**

In any adaptation process to a new place the most important issue is to know the local language, therefore, a whole section is dedicated to this issue and to the central characteristics of its acquisition.

The necessity to function in a society where the main communication means is deprived from the immigrant has very serious and long-term implications. There is a dynamic interaction between the acquired way of speaking, the experience of attempting to communicate through this way and the behaviour (Solomon, 1977). The immigrants who have difficulties in learning the new language find themselves failing in elementary behaviours and they feel handicapped. Their incapability to function requires the use of intermediaries to cover their limitation (Gordon, 1964).

Quite often the environment criticizes the immigrant quite severely, and relates to him characteristics, which he doesn't own, mostly negative ones. The society tends to judge wrongly by analogy from the communication limitation to others areas: the immigrant’s personal level, his knowledge in different subjects and his understanding capacity.

Language is not merely a means of communication, but a gate to a whole new cultural world with different characteristics. By acquiring the language the immigrant becomes familiar with this cultural world, its verbal and non-verbal hints, thus increasing his prospects to better adaptation.

Even after learning the Hebrew language there is no significant change in the immigrants' way of communication with their surroundings. They are not aware of the different levels of the language (slang, cultural hints) and other non-verbal signs (hand movements, facial expressions), which take part in daily
communication. These understandings could be acquired only with the passing of time, sometimes only after many years (Neeman, 1990).

Sometimes language becomes a source of conflicts within the immigrants' families, because of the importance each member of the family relates to the new language and the language of their origin. Since the youngsters acquire the language more quickly than the adults, as well as the new culture, tensions are created when the parents are trying to keep their traditional culture fearing that it might disappear from their family life (Iglis, 1975, Kovacs and Crompley, 1975).

In school the educational achievements are connected with language knowledge, also the positive self-image of the immigrant pupil himself and in the eyes of the dominant group depends on his knowledge of the language.

The immigrant should invest a lot of efforts in learning the new language through a directed, gradual and systematic way of learning. Knowing the language would help him exchange new relations and discover his potential (Solomon, 1977).

These stages vary from one immigrant to another, sometimes they are overlapping and sometimes the process is never completed due to fixation in one of the stages.

2.2.4 Characteristics of the Russian Immigrant Pupil's Absorption in Israeli Schools

2.2.4.1 Characteristics of the Russian Immigrant Pupil’s Absorption in the Educational Field

School is a social functional organization, similar in many aspects to other social systems, and the class society is a micro reflection of the general society with its crossing net of social relations, characterised by positions of different status and different tasks.

School is one of the central places for encounters between teenagers from different countries of origin, and could be an effective tool for social adaptation of the immigrant child in his new environment. School is also an important channel for social mobility and serves as an agent of the absorbing society for friendships relations and culture for the immigrant pupils (Iglis, 1975, Ben
School is an intermediary factor in the stage of the detachment from the norms of the country of origin and the situation of pre-adaptation in the new system of the absorbing country. Therefore, the school team should develop tolerance towards the new immigrants who tend to reach wrong perceptions during their adaptation process in the new place. Schools should also support the immigrants during their transit stage and help them to find supporting frameworks and new opportunities for encounters with the old local population.

The new immigrants, also during their first arrival in Israel, show relatively high conformity with the school norms and its values, and with the norms and values of the Israeli society and the Jewish people. The identification with the educational institute, in spite of all the personal problems the immigrant has to cope with upon his arrival in school (learning difficulties, communication difficulties, social problems) proves that he is willing to reach quick and full integration as soon as he can, with the absorbing society (Raz, 1978).

**Characteristics of Schools in the USSR**

The new immigrant is admitted to the school of his neighborhood already during the first days of his arrival in Israel; thus, school becomes the first normative institute the young Russian immigrant meets. In this situation the immigrant pupil does not yet know the language, nor the popular norms of life of the local society, therefore, he regards the interactions and the activities in the school still according to the criteria he brought from his country of origin.

Izikovitz and Back (1991) sustain that the immigrant’s approach towards the new school and its society is influenced by his experiences in the school of his childhood in his origin country. In order to achieve an optimal adaptation process, we should examine the past and learn about the immigrant pupil's
educational and cultural background.

In the former U.S.S.R the schools, the family and the peer group were regarded as the agent of socialism, which should form the individual person with characteristics that reflect the values of the Soviet government. Although the teenagers, who have immigrated to Israel, have been through the ideological change in U.S.S.R, most of the schools were still operating according to the conservative communist perception.

The following values were prevailing in the basis of the Soviet education perception: obedience, self-discipline, submission to authority and consent with the prevailing trends (Mirsky, 1991).

Pinkus (1972), has found that in the Russian school, characterised by the strict discipline, where the norms and instructions were definite and clear, the young ones felt safe and owned self esteem by their role in this society. In Russia the teacher was responsible for the pupils' character formation, therefore he was a very authoritative person, who operates according to conservative instructional methods: the pupil learns by way of repetition in school and at home.

The youth movements in the former U.S.S.R used to operate in accordance with the schools. The youth movements were integrated in the general establishment orientation, and their goal was to prepare the youngsters towards their membership in the communist party in a later stage.

**The Russian Immigrant Pupil in Israeli Schools**

During the first days of the immigrant's absorption in school, the system makes the arrangements to integrate him according to his level and his age. The paradox is that already at this stage the differences between him and other immigrants and between him and the old society are emphasised (Eisenstadt, 1967).

External signs such as clothes and language get a bigger significance before the
acquaintance becomes more real, and the tendency to label people according to their external signs (looks and perceptibility), quite often determines the attitude towards them (Goffman, 1983).

Upon their arrival the young immigrants meet a different framework, which transmits liberal messages more than they were used to in Russia, and the local pupils' attitude towards the educational institute is different from their attitude to the Russian schools. Many immigrants feel that the Israeli pupils disrespect authority, and the discipline in Israel is permissive and flimsy. The Israeli teachers and pupils think that the Russian pupils own an exaggeratedly strong discipline (Horowitz, 1981).

A research study conducted in 1976 (Horowitz and Frenkel) showed that the Russian pupils feel threatened in the Israeli relatively open school, and freedom of speech and flexible discipline seem to them as social disorders and anarchy of the whole Israeli society.

Kady (1971) claims in her research that the distinction between different groups according to their level of study maintains the gaps between the pupils and both the teachers and the pupils base their attitude on the group they belong to. This could lead to a situation where an immigrant pupil is directed to a low level group because of his poor knowledge of the language, and then he would continue to bear this image during his whole stay at the school. This is what actually happens with the immigrant pupils in the Israeli schools.

The gaps between the Israeli school and its population, and the perceptions of the immigrant pupil based on what was familiar to him in his Russian school, make their adaptation much harder. Nevertheless, there are some factors, which help to make their adaptation easier (Chen and Pinkus, 1970):

- The possibility of enjoying full support from the school and from the funds given to the school especially for this purpose.
- The clear requirements the immigrant pupil has to accomplish in
order to be integrated, learning Hebrew, learning progress, participation in the pupils’ activities and finally social independence in non-formal framework.

- The specific character, achievement-wise and universal, of the norms of behaviour in school.

In spite of these factors, the education system has been trying for years to change the immigrant pupils’ values and identification in a short time. Due to the school professional frameworks the encounter between the new immigrants and their teachers became unilateral and achievement-based.

The values, which were not yet internalised by the new immigrants, created confusion and sometimes non-normative behaviour, negative labeling, cultural marginality and deprivation feelings (Kahana, 1991). Moreover, the adolescents group requires high conformity from its members. The school class is a public place were all its members are openly judged by the teachers and the pupils (Deribin, 1969). In this situation all the elements which emphasise the foreigner's different state: the loneliness, the dependency, their limited capability to reach educational achievements because of the language difficulties, and their incapability to perform the same social role as the local pupils, all these create a great deal of pressure on the immigrant pupil to try and extricate himself from this situation.

Thus, the public class encounters could lead to a situation of failure for the immigrant pupils. Failing in their studies could lead to frustration, inferiority feelings which could be expressed either through violent and disordered behaviour or by evading school.

The Russian pupil appears to have more orientation towards the teacher than towards his peer group, due to his conservative perception of the teacher's task. It is therefore recommended to nominate a responsible teacher especially for the immigrant pupils, who would not only concentrate on subjects of study, but also on other subjects and education of values (Karnieli, 1991).
In the research of Chen and Pinkus (1970) it has been found out that the most important assistance extended to the immigrant is in the language and studies areas. Knowing the language and succeeding in the studies are the most promoting factors to get integrated and extricating themselves from the state of foreignness.

Regarding the issue whether to concentrate the immigrants in special classes, or to distribute them in different classes, the research of Horowitz and Frenkel (1976) showed that the immigrant's situation in the regular classes is better than the immigrants-concentrated classes. The researcher’s conclusion recommended distributing the immigrant pupils as much as possible and preventing immigrant enclaves in schools.

Informal socialisation agencies allow more equal meeting places between immigrants and locals and create feelings of dignity among the immigrants. Yet, in fact, the educational teams prefer to reduce the informal activities in order to guarantee educational achievements, thus, creating unequal encounters, which are actually an enforced assimilation (socially and culturally) (Kahana, 1991).

It is therefore recommended to encourage the immigrant to take part in informal activities, which contribute to his more successful adaptation.

School Absorption Frameworks

From the literature we know different absorption styles which could be divided into two main models (Izikovitz and Back, 1991).

The Assimilation Model - Supports an equal attitude and attention to all the pupils (the local and the new immigrants). The immigrants should learn the language quite rapidly to avoid difficulties. The immigrant is admitted into the homeroom class and at the same time he learns the language in the 'Ulpan' (school for intensive Hebrew study). The Ulpan teacher's role is only functional whereas the instructor is the main class teacher.

The Integration Model - Supports unique attention to the immigrant pupil and his
special needs. His difficulties are understood as deriving from the inter-cultural change, and he is given personal guidance during his adaptation process. The immigrant is accepted in his new society and his original culture is respected. The immigrant learns in the Ulpan class, which performs as a homeroom class, and he is with other pupils - new immigrants like him. The Ulpan teacher is their instructor.

Between these two models there are different approaches, which combine them both. The two models are the two extremes of the same succession (Karniel, 1991).

School should select different elements from each model and create a specific model according its own situation (the school atmosphere, the number of immigrant pupils, its budget, the number of pupils, etc.) by cooperation of the whole school team. The perception of the models succession should relate to the immigrants' cultures of origin, should be aware of the transition processes and the losses, which are involved with these processes. The flexibility of the different approaches would allow each school an appropriate and changing model according to the situation and by consideration of the changes both the absorbing and the absorbed (pupils and teachers) are going through.

The adolescents, who take an active part in their socialisation process, and choose their own socialising agents, often prefer the groups of their own age as the dominant socialization agent. The class society does not always socially accept the adolescent immigrant, particularly in schools where the pupils have been together since their childhood; the society is even closer (Raz, 1978).

The foreigner's behaviour towards his absorbing friends, as well as their behaviour towards him, are subject to a system of norms and rules of behaviour, which determine the rights, the duties, the rewards and the sanctions of all those who take part in this social encounter. The foreigner who enjoys "rights" in his studies, has to bear social "sanctions" (Chen and Pinkus, 1970): Social Isolation - The foreigner's social contacts are limited to institutionalised mediators
appointed for this purpose, or to marginal social circles.

Lack of capability to function socially and express his own personality - because of his dependence on his “host’s” good will. Most of the immigrants are in a passive state since their arrival. They lack any influence on decisions regarding their future, thus damaging their capability to identify with the Israeli norms (Vilner, 1956).

However, teenagers who took part in the decision making process to migrate, could be interested in its successful accomplishment, compared with other teenagers who were passive also in this stage (Eisenstadt, 1967; Karnieli, 1991).

The involvement in the immigration process influences the relationships created between the immigrants and their learning and social environment. The new immigrants are disposed to be less socially popular, whereas in their studies they are quite competitive. Their "cultural character" reflects many of the predicted characteristics among the immigrants: The introversion, their suspicion, the emphasis on external rationality, the manipulation attempts, their introspection difficulties (Mirsky, 1991).

These characteristics make their social adaptation more difficult. Nevertheless, they do need social relations. They experience emptiness in their leisure time, which they have to replace with social alternatives. In Russia their informal activity was very intensive and variegated. The Russian School used to initiate different activities, both cultural and ideological, whereas in Israel, the education system is not involved in the leisure activities. This situation causes the immigrants disappointment and frustration (Karnieli, 1991).

It would be wrong to assume that children are more easily adjusting to a new environment, and therefore they do not need professional assistance. Shraga and Slonim-Nevo (1993) have investigated two groups of children:

One group was of Russian Immigrant children who were in Israel for about six
months, and the second group was of Israeli children of the same age who shared the same class. The research purpose was to examine their attitude towards different fields of their life.

The research findings showed that most of the immigrant children expressed their fear of social isolation in their present life and in the future. This fear was particularly emphasised among the immigrant girls. These findings support the research of Horowitz and Frenkel (1976), which proved that absorption problems were above all social and educational problems, and the learning problems were secondary.

From the research of Chen and Pinkus (1970) it has been found out that the state of foreignness among the high classes’ pupils terminate only after three years and more. When the change occurs, from the status of a foreigner to the status of a regular pupil, it is quick and dramatic change. The social acceptance of the new pupils by the old ones is connected firstly with learning characteristics (language and educational achievements) and secondly with social characteristics (participation in informal or personal activities).

It is therefore understood that there is a difference between the new immigrants' feelings and the problems they describe, and the way the old society regards their integration. One of the explanations for the unexpected change in status from a foreigner to a regular pupil is the fact that more and more new immigrants arrive, so that the older immigrants become closer to the status of the local pupils.

2.2.4.2 The Influence of Immigration and Adolescence Crisis on the Immigrant’s Family

Three major groups affect mostly the adolescent’s image: The family, his age group and the educational framework. The most important is the family because of its primary roles (Shuval, 1956). As the first socialisation agent, the family has three main functions: Passing the social-cultural legacy from one generation to another, qualifying the individual child to become an active adult who is capable
of performing social tasks and consolidating his personality and developing his own "self". Usually the child internalises the basic values of society by learning them from his family behaviour and from his family status in the local society. The situation is different among the immigrant families. The values of the new society have not yet been assimilated by the parents, so that they are incapable of transferring them to their children. The parents still represent the values of their original society, so that a conflict is created between the values within the family house and the values outside the house.

Changes of the parents' profession, the parents' lower social status, during the first stages, than it was in the past, the ethnic origin stereotype in the eyes of the absorbing society, all these lead to a change of the affiliation status and to inferiority feelings and lack of confidence and stability on the part of the child. The immigrant adolescents' integration in the new country is involved with rebellious actions against the parents authority, which are usually expressed by refusing to perform their traditional tasks at home and by provocative actions against their parents.

These actions characterise all the adolescents in general; yet, there are additional characteristics, which prevail only among the immigrant adolescents. Usually, the rebellious actions which characterise the adolescent age are directed against society, and towards the parents as society’s representatives, but the immigrant adolescents are in a greater conflict since their subject of rebellion is undefined: The society, which represents the new culture on one hand, and the parents who represent the culture of origin, on the other. This conflict turns into a paradox when elements from the past become an attractive factor, despite the will to disconnect from the past, and the more the parents encourage the children to integrate in the new society, they actually encourage them to deny their family, since the gap between the parents and the children increases (Kovacs and Crompley, 1975).

There are three fields of conflicts between the immigrant adolescents and their
parents:
• Lack of accordance between the children's and the parents' perception of their social status in the new country.
• Lack of agreement about the parent’s role and their authority.
• Lack of accordance between the parents and children regarding the expectations and the way to fulfill them in the new country.

The big gap is created because of the youngsters’ quick adaptation both to the language, to the new customs, behaviour and culture of the new place, compared with the slow adaptation of their parents.

The youngsters absorb the new cultural codes faster than their parents, and they learn to adapt them to their needs by creating by-pass mechanisms to evade the boundaries of the adult’s demands (Mirsky, 1992).

One of the explanations for the slower adaptation of the adults is that they do not receive an immediate feedback for assimilating the norms of the new society, and they have to lean on long-term expectation for rewards. The young ones receive immediate feedback from their teachers and from other children for their assimilation of the local behaviour (Raz, 1978).

The adult immigrants tend to preserve their culture of origin, and to idealise it. Quite often they force its values on their adolescent children by insisting on the past language, the customs and the holidays traditions. This situation could cause anxiety problems, insecurity and sometimes-even juvenile delinquency among teenagers. In many cases the youngsters remain disconnected from both cultures: from the culture of origin and from the new culture. The parents spend many hours at work and spend most of their energy coping with the economic difficulties, so that they have neither time nor the strength to face their adolescent children who alter their status at home (Kovaec and Crompley, 1975, Izikovitz and Back, 1991).

There are many cases in which the adolescents have succeeded to integrate in the
local society and culture, they have adopted its image and they treat their parents as strangers who could not adjust to the new place, thus leading to disrespect, rejection of their authority, lack of interest and hostility towards the parents' culture. The results could be an over-exaggerated assimilation of the local society symbols.

Since the family does not provide its main social duty: to guarantee a safe place for its children, the youngsters become exposed and vulnerable, and they tend to develop independent ways of coping with their problems (Izikovitz and Adam, 1982).

Pinkus (1972), who examined the issue of the relationships between the Jewish-Russian family and the Russian school, showed that within the Russian family there were close relations which created mental support on one hand, but on the other hand, there was pressure because of contradicting purposes: The family who supports the immigration to Israel, on one hand, and the school which exercises conformist pressure for its values, on the other. The same duplicity is expressed within the family. In the past the rigid formal boundaries system of the Russian government was reflected within the family through the parents' authority. The parents who were determined on unequivocal limits immediately responded to any breach of that authority.

A research study conducted in 1976 (Horowitz and Frenkel) showed that the parents' adaptation difficulties were reflected through their children's states of anxiety.

The more difficulties the parents had in finding appropriate employment, the more restlessness was revealed among their children in school. The pupils felt personal responsibility to help their parents to improve their financial situation, and they suffered from guilt feelings since they had no mental resources to extend any help.

One of the solutions for this problem was to encourage more involvement of the parents with the school activities. This involvement is particularly important when the immigrant pupil has difficulties coping with his new environment and
he is about to give-up. In such a situation the pupil tends to adopt antagonistic behaviour towards the school authority: teachers, parents, as a result, the parents' disappointment increases because of their child’s difficulties in school. The parents are frustrated because their child was not socially accepted, so they often tend to blame the school for disconnecting him from his family without supplying him any substitute contribution of values and contents.

By increasing the parents' involvement with school, the adaptation process of their children could become much easier, they could share his coping difficulties in school (Solomon, 1975).

The parents' involvement in school could achieve another purpose of mediating between the local culture and the parents' culture in activities such as: going out on excursions, participating in lectures, ceremonies and celebrations. Thus, contributing to reduce the gaps within the family and creating mutual experiences of both parents and children (Izikovitz and Back, 1991).

The situation deteriorates the higher the pupils' age is. In the higher classes in school, immigrant pupils have more difficulties coping with the study materials: Most of them lack basic knowledge in English. The Bible subject is completely unknown to them, so that they cannot obtain the Matriculation Certificate.

In the literature about this subject we can find some important recommendations for the central factors of school in dealing with the immigrant pupil's difficulties: The absorption process could be less traumatic if the absorbing institute is aware of the gap between the school culture and the immigrant's culture, and would make the necessary arrangements to narrow this gap. This is the most important step towards succeeding in the studies.

The more the school culture explains the immigrants' legacy, the more pupils will learn to respect them and relations of confidence could be developed between immigrants and local pupils within the different peer groups (Izikovitz and Back, 1991).

Cooperation among all the educational teams in decisions making processes and
policymaking regarding the issue of immigration is essential for the immigrant's successful absorption (Karnieli, 1992). The more the staff is involved in the various aspects of the immigrant pupils lives, the less the development of alienation and frustration feelings, and their cultural identification will not be hurt (Izikovitz and Back, 1991).

### 2.2.5 The Absorption of Highly Skilled Immigrants

Immigration plays an important part in the adjustment of labor markets to varying economic circumstances, as individuals try to move to where they can get the highest rewards for their skills (Eckstein and Weiss, 1998).

Typically, immigrants start at a low wage and then experience a relatively fast earning growth (Borjas, 1994; Lalonde and Topel, 1997). The rise in earnings is an outcome of several complementary forces. First, immigrants learn the local language and become familiar with local institutions and market conditions as a by-product of spending time in the new country and, at the same time, employers become less uncertain of the immigrant’s quality (Chiswick, 1997). Second, as time passes immigrants find a better match with local employers (Weiss and Gotlibovski, 1995). These two processes combine to provide immigrants with rising rewards for their imported skills. In addition, immigrants invest in the acquisition of local skills, through schooling and on the job training. Expecting wages to grow, they have special incentive to invest in human capital and to “try harder”.

Consequently, immigrants often overtake natives of comparable skills, who have a weaker incentive to invest.

Eckstein and Weiss (1998) found that upon arrival, immigrants receive no return for imported human capital in terms of schooling and experience. The prices of
these skills rise with time spent in Israel, but a large gap remains between the prices that immigrants and natives obtain in the Israeli labor market. This is mainly reflected in a low return for schooling acquired abroad, which was estimated to be, in the long run, 0.044 of high and 0.027 of low skill occupations for immigrants, substantially below the .073 percent for natives. Freidberg (1992) reports a similar finding. Immigrants eventually obtain the same return on experience as natives, but the convergence is slow. The market “penalty” on observed imported skills is partially compensated by a premium on the unobserved characteristics of immigrants. The importance of unobserved skills declines sharply with time spent in Israel, but even in the long run, a large gap remains in favor of the immigrants.

The mass immigration of Jews from the former Soviet Union to Israel, which started towards the end of 1989, amounted to a total of about 600,000 immigrants between 1990 and the end of 1995. The Israeli population at the end of 1989 was 4.56 million and the pre-migration population growth rate during the 1980’s was between 1.4 % and 1.8% per annum. The 1990-91 wave of immigration increased the population by 7.6%, in two years, which is more than twice the normal population growth. The reduced immigration flow between 1992 and 1995 has contributed about 1.3 percent a year in population growth. By the end of 1995, the recent immigrants from the USSR constitute about 11% of the total population and 12.1% of the population of age 15 and above. Compared with the immigration into the US and other receiving countries, this wave stands out in its magnitude.

While the flow of new workers from the Israeli established population is mainly comprised of young inexperienced workers, the flow of immigrants is of workers of all ages, who acquired some work experience in their home country (Eckstein and Weiss, 1998). On the average, immigrant workers are older than Israeli workers by four years. This is in contrast to most cases of immigration, where immigrants tend to be relatively young. This feature reflects the exogenous
relaxation of emigration from the USSR and the free entry to Israel. Thus, this immigration wave is less governed by self-selection.

Eckstein and Weiss (1998) described another important feature of this wave of immigration - the exceptionally high level of education and the prior experience in academic jobs (see Table 2.1).

**Table 2.1: Occupation and Schooling of Israeli Workers and Immigrants**

<table>
<thead>
<tr>
<th></th>
<th>Occupation*</th>
<th>Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Israeli Workers</td>
<td>14.8</td>
<td>18.1</td>
</tr>
<tr>
<td>Immigrants in former USSR</td>
<td>35.5</td>
<td>32.6</td>
</tr>
<tr>
<td>Immigrants in Israel</td>
<td>12.9</td>
<td>12.0</td>
</tr>
</tbody>
</table>

1Occupation in USSR and education of immigrants is according to the distribution among those who arrived in 1991. Occupation of immigrants in Israel is according to the average distribution on 1991-5 for those who arrived in 1990-1 (Source: CBS Income Surveys, 1991-95).

*Occupation 1 includes engineers, physicians, professors, other professionals with an academic degree and managers; Occupation 2 includes teachers, technicians, nurses, artists and other professionals; Occupation 3 includes blue collar and unskilled workers.

Those who arrived before the end of 1993 possessed an average of 14.5 years of schooling, and half of them had held academic and managerial positions before immigrating. 57,400 of those who arrived until the end of 1993 defined themselves as engineers and 12,200 as medical doctors. These numbers should be compared with 30,200 engineers and 15,600 doctors in Israel in 1989. Under these circumstances, it is not surprising that many highly skilled immigrants work in Israel in occupations that require less skill than they possess. Of the
332,6216 immigrants who arrived during 1990-91, 75 percent worked in low-skill occupations, and only 12.8 found jobs in high-skill occupations within their initial stay in Israel (2.9 years on the average).

A more detailed picture of the occupational downgrading can be seen in Table 2.2, which describes the occupational and employment status of immigrants from a cohort, which arrived in 1990, by their occupation in the former USSR. As seen, among the immigrants who were employed in high-skill occupations (occupation 1) in the former USSR, only 27.4 percent found jobs at the same occupational level, after 3 years in Israel. Immigrants gradually improve their occupational standing. Initially, the main inflow into the high skill occupations is from the ranks of unemployed. Later, the main inflow is from those who first found jobs at low skill occupations.

**Table 2.2: Employment Status of Immigrants by Year and Occupation in the former USSR**\(^1\) (percent)

<table>
<thead>
<tr>
<th>Occ. In the USSR</th>
<th>Sample Year</th>
<th>Emp Occ.1</th>
<th>Emp Occ.2</th>
<th>Emp Occ.3</th>
<th>Unemployed</th>
<th>Out of labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>92</td>
<td>17.1</td>
<td>6.0</td>
<td>55.3</td>
<td>11.5</td>
<td>10.1</td>
</tr>
<tr>
<td>1</td>
<td>93</td>
<td>27.4</td>
<td>9.1</td>
<td>52.1</td>
<td>5.0</td>
<td>6.4</td>
</tr>
<tr>
<td>1</td>
<td>94</td>
<td>36.1</td>
<td>8.7</td>
<td>50.2</td>
<td>1.8</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td>92</td>
<td>3.5</td>
<td>15.5</td>
<td>67.9</td>
<td>11.9</td>
<td>1.2</td>
</tr>
<tr>
<td>2</td>
<td>93</td>
<td>8.2</td>
<td>21.2</td>
<td>65.9</td>
<td>2.3</td>
<td>2.4</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>7.0</td>
<td>20.9</td>
<td>69.8</td>
<td>-</td>
<td>2.3</td>
</tr>
<tr>
<td>3</td>
<td>92</td>
<td>2.3</td>
<td>2.3</td>
<td>87.9</td>
<td>5.2</td>
<td>2.3</td>
</tr>
<tr>
<td>3</td>
<td>93</td>
<td>6.2</td>
<td>4.6</td>
<td>84.4</td>
<td>3.2</td>
<td>1.6</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
<td>6.2</td>
<td>6.2</td>
<td>84.0</td>
<td>1.0</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Source: CBS panel surveys 1991-1994
Despite the high unemployment rate in Israel at the outset of the immigration wave of 9.4 percent (see Table 2.3) and the large immigration inflow, immigrants found jobs quite quickly and they have done so mainly by occupational downgrading (see Table 2.2.) at the aggregate level, convergence is slower because of the entry of new immigrants with an initial unemployment rate, which far exceeds the unemployment of native Israelis (see Table 2.3). Notice that the entry of immigrants had no adverse effect on the unemployment or employment of natives.

Table 2.3: Employment and Unemployment of Native Israelis\(^1\) and Immigrants\(^2\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Unemployment Rate(%)</th>
<th>Employment (thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Native Israelis</td>
<td>Immigrants</td>
</tr>
<tr>
<td>1991</td>
<td>9.4</td>
<td>8.8</td>
</tr>
<tr>
<td>1992</td>
<td>8.8</td>
<td>9.3</td>
</tr>
<tr>
<td>1993</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>1994</td>
<td>6.8</td>
<td>6.8</td>
</tr>
<tr>
<td>1995</td>
<td>5.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>

\(^1\) Native Israelis include only Jews, excluding immigrants.

\(^2\) Immigrants include all immigrants that entered to Israel after October 1989.


There is a rather sharp increase in wages as a function of time spent in Israel. The figures in Table 2.4 show that recent immigrants, with experience in Israel of 5 years or less, earn less than Israeli workers with the same experience in Israel (who are, on the average, 14 years younger), suggesting that experience acquired abroad is of little value. In contrast, immigrants who have spent more than 5 years in Israel earn, on the average, about the same wage as native Israelis with the same experience in Israel (who are, on the average, 8 years younger). As
immigrants spend more time in Israel, the variability in wages across schooling groups and occupations rises, suggesting improved matching of workers to positions and rising returns for skills acquired abroad.

**Table 2.4: Wages of Immigrants and Natives by Work Experience in Israel**

<table>
<thead>
<tr>
<th>Years of Schooling</th>
<th>All Workers</th>
<th>Work Experience&lt; 5</th>
<th>Work Experience &gt; 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Natives</td>
<td>Immigrants</td>
<td>Natives</td>
</tr>
<tr>
<td>0-12</td>
<td>3084</td>
<td>2095</td>
<td>2056</td>
</tr>
<tr>
<td>13-15</td>
<td>4141</td>
<td>2401</td>
<td>2472</td>
</tr>
<tr>
<td>16+</td>
<td>5556</td>
<td>3066</td>
<td>3379</td>
</tr>
<tr>
<td>Occupation In Israel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5949</td>
<td>3945</td>
<td>3717</td>
</tr>
<tr>
<td>2</td>
<td>4246</td>
<td>3264</td>
<td>3060</td>
</tr>
<tr>
<td>3</td>
<td>3050</td>
<td>2018</td>
<td>2183</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-40</td>
<td>3276</td>
<td>2276</td>
<td>2698</td>
</tr>
<tr>
<td>41+</td>
<td>4514</td>
<td>2663</td>
<td>2287</td>
</tr>
<tr>
<td>All Amm.</td>
<td>3759</td>
<td>2704</td>
<td>2645</td>
</tr>
</tbody>
</table>

Source: CBS Income Surveys 1991-95

In their summery Eckstein and Weiss (1998) concluded that immigrants who entered the labor force quickly and initially might accept any available job, with somewhat higher unemployment among the highly educated. The occupational distribution of first jobs among immigrants is very similar to the distribution of jobs in the Israeli economy, implying a substantial occupational downgrading. Following this initial phase, there is a second phase in which the highly educated immigrants gradually upgrade their positions by finding better jobs within the
low-ranked occupations or move to jobs within a high-ranked occupations. As a result, there is a substantial wage growth and inequality among immigrants rises, as they obtain higher returns for their imported skills.

An immigrant brings with him a fixed set of marketable skills such as schooling, occupation and work experience acquired abroad. As time passes, these skills are gradually adapted to the Israeli market, and their quality and market value rises. The immigrant may also augment his skills or acquire new skills in Israel. The acquisition of new skills requires some sacrifice of current earning. Thus, each immigrant is faced with an investment problem in which he compares the benefits from investment in terms of higher future earnings to the costs in terms of forgone current earnings. The investment decision interacts with the changes in the market value of the immigrant’s skills and together determines his earning growth. An Israeli worker faces a similar investment problem, except that he does not have skills, which were acquired abroad. The basic difference between natives and immigrants is that immigrants bring with them skills that are not immediately applicable to the local market conditions. As time passes the imported skills become more valuable as immigrants adopt to local market conditions. Thus, at the early stage of stay in Israel, immigrants display higher growth in earnings than similar Israelis. Assuming that after sufficient time in Israel, prices of imported skills converge to some constant values, the earning growth rates of immigrants and natives will eventually converge.

Our finding that wages of immigrants do not converge to the wages of Israelis, conditional to schooling and occupation may be reversed if we compare the wages of immigrants and native Israelis conditioned only on schooling. Such convergence may occur because the schooling of immigrants is much higher that that of Israelis and, in the long run, more of them are likely to work in occupation 1 (see table 2.1). The occupation at which an immigrant is employed has a strong impact on his wages. Therefore, the rate at which immigrants find jobs in the high skill
occupations is an important determinant of wage growth. Because of market frictions and lack of information, immigrants do not immediately find jobs, which suit their qualifications and skills. Instead, they start at the bottom of the occupational ladder and gradually climb up.

The analysis of the wage dynamics has shown that there is a substantial increase in the return to human capital brought by immigrants. At the time of arrival in Israel, the value of imported human capital in the form of schooling and experience had about a zero effect on the wages received by immigrants. With time in Israel, the market value of these human capital indicators increases but the return for schooling converges to a level that is significantly below that of native Israelis, especially for immigrants who remain in the unskilled occupations. The impact of imported experience on the earning of immigrants approaches the corresponding effect for Israelis, but at a slow rate.

The prices that immigrants receive for their imported schooling and experience is initially zero or negative. These prices rise with time spent in Israel, but never reach the prices obtained by native Israelis. The market “penalty” for observed imported skills is partially compensated by a premium on the unobserved characteristics of these immigrants. As immigrants spend more time in Israel, the increase in prices of skill slows down and occupational transitions become more important. Initially, there is a substantial occupational downgrading and only 30 percent of the immigrants who worked in academic jobs in the former USSR find similar jobs in Israel.

However, based on the observed transition rates in the initial phase, the occupational distribution of immigrants is expected to converge to the distribution of comparable Israelis, within a period of 15 years. Despite this apparent tendency towards occupational convergence, wages of immigrants are not expected to converge to the wages of comparable Israelis, mainly because the long run price that immigrants obtain for their imported schooling a substantially lower return (0.044 and 0.027 for immigrants in high and low skill occupations, respectively) than the which Israelis obtain (7.2 percent).
2.2.6 Conclusion

The crisis that the immigrants have to cope with when they arrive in Israel is expressed in many areas, involving their lives as teachers in school, members of their community and their families.

A great deal of literature deals with many aspects of immigration processes in general and the absorption crises, which immigrants to Israel undergo in particular. The difficulties that immigrants have are focused on various identity areas and in all of them they have to undergo a process of loss and change. The process which immigrants go through is similar to the loss and adaptation processes, which a bereaved person had to undergo.

Since the establishment of the State of Israel the approaches to absorption of new immigrants have changed according to the timely needs: Beginning with the “melting pot” approach which prevailed in Israel in the 1950s, through the “cultural pluralism” in the 1960s - 1970s, to the “direct absorption” approach, which has characterized the 1990s. The bearings of each one of those approaches on the manner by which immigrants were absorbed were different and they affected the social, cultural and economic absorption of the immigrants.

There are different coping styles with stress and crisis situations, but what is common to all of them is the conscious effort which is aimed at moderating, regulating and adjusting the impacts of stress situations in which immigrants find themselves. In the school world, where teachers live, and which is a tool for social and cultural integration for them, their efforts make their expression. The immigrants, who arrived loaded with the norms acquired in their country of origin regarding the role of the educational institution, have to change their attitude in so far as teaching and social life are concerned, the status of the teaching staff in school and the way they have to relate to it, the work requirements by school etc.. Such a change may be accompanied by situations of confusion, ambiguity and cases of despair or abandonment. School absorption frameworks try, each their own way, to offer maximum adaptation solutions to the problems with which immigrant teachers cope.
2.3 Being a Beginner Teacher

2.3.1 Embarking upon the teaching profession

There is no doubt that the new teacher’s first year of teaching at the school is a difficult one, and critical to his professional future as a teacher. (McDonald 1980; Wildeman and Niles, 1983; Schon, 1988)

Four terms are linked with the stage of embarking upon teaching:
INDUCTION - a program of entry into the role, aimed at giving systematic permanent help to teachers for at least one year.
ORIENTATION - the presentation of the school system and becoming familiar with it.
CREDENTIALISATION - authorisation-, a formal diploma obtained at the end of training, which enables people to engage in their profession.
PROBATION- an instruction permit given the teacher following one / two years at work, and after he has passed the required exams (Peleg, 2000)

This chapter engages in INDUCTION, a stage to which maximum significance is attributed, and which is regarded as a critical period that affects the teacher’s entire professional life (Gold, 1996; Peleg, 2000).

Starting work in the wrong way may be the principal cause of the new teacher’s low motivation and for his being disheartened, and it may ultimately cause burnout (Mor, 1992; Peleg, 1992).

Terms such as “apprentice” and “a person specializing” are used in other professions for the identification of the beginner employee, who is awarded financial benefits while he acquires experience under supervision. Nevertheless, the profession of teaching has not developed, until recently, a methodical way of absorbing new teachers, or of providing them with a supportive and cooperative environment; this refers in particular to the first year in teaching.
Firstly, new teachers are expected to function immediately, once they start teaching and fulfill all the assignments, as experienced teachers are expected to do. Therefore, the new teachers describe their first experiences of teaching as a “Baptism of fire”, ”sink or swim”, or a situation of “trial and error”.

In addition, because of the many pressures and stresses, the ideals and attitudes, which the new teachers acquired at the teacher training colleges, collapse (Zack and Horowitz, 1985). This situation characterizes a large number of teachers, who enter upon teaching without the support of “mentoring in absorption” programs, and who suffer from “reality shock” within the enormous pressure of teaching in a classroom.

On the other hand, when beginner teachers did participate in “entry into the role” programs, their attitudes to teaching remained as they were before. At the college, the teaching students were accustomed to receiving feedback and to pedagogic instructors’ and training teachers’ visits. Nevertheless the first year of teaching in a professional school may cause the teacher to feel pressure. The first days of his work during the first year are significant for the new teacher in his work particularly because it is during these first days that the class’s rules and regulations, procedures and routines are determined. These may sometimes affect the course of the entire school year, and the teacher’s ability to manage his class.

The teacher’s self confidence may be based on positive experiencing, or it may be undermined by negative experiences. The experiences during this initial stage are significant and may be greatly effective. As a result of these conditions, the new teachers develop “a survival mentality” since it is a faulty entrance into the role that is the cause of teachers abandoning the profession during their first few years at work.

Over 30% of the teachers give up and abandon teaching after one year of teaching (Rosenholtz, 1989), and approximately 20% to 30% give up by the fifth or sixth year of teaching, and drop out.

According to Zack and Horowitz (1985) there is a 40% drop out rate of teacher training college graduates in the State of Israel, following approximately three years of work in the profession. Worse, the difficult absorption in teaching affects the remaining teachers who stay within their jobs. Signs of tiredness are
observed approximately following five years work, and more signs of wear down are obvious approximately ten years into the job.

As Geva - May (1995) noted, the customary habit within the teaching profession-that of letting teachers “sink or swim” causes many new teachers to “sink” in a sea of helplessness, and the rate of abandoning the profession during the first five years reaches 50%.

2.3.2 The teachers’ difficulties during the first year of teaching

Various difficulties were mentioned during the beginner teachers’ individual meetings with the counselors, as well as within the training groups, both within the fields of the disciplinary subjects and within the educational – pedagogic fields.

At the same time it should be noted that the greater part of the problems are within the educational field, the interpersonal field, in the teacher- pupils relations, between the teacher and the parents and between the teacher and other role bearers within the education system. Similar testimonies have been indicated by other studies and conclusions in this subject. (Erlich, 1992; Amir and Tamir, 1992).

In the article “Teachers’ evaluation of their professional training” (Pasternack, 1989) the beginner teachers’ satisfaction levels with the standards of their teaching training during their studies was examined. The study indicates, that the teachers expressed their satisfaction with the level of training in the disciplinary subjects. These teachers didn’t encounter, according to their own testimony, too many difficulties in the field of knowledge. On the other hand, the beginner teachers noted that their level of training in the pedagogical- educational field, and in the educational- social subjects was low. The teachers encountered many difficulties in this area of their work.

An interesting change in the young teachers’ attitudes and approaches to the pedagogic- educational aspect is indicated in the conversations with them.
Apparently they attributed during their training period, as students, greater importance to the studies of the disciplinary subjects than to the study of education. Nevertheless, as young teachers, the graduates noted that the educational problems bother them more than their command of the disciplinary subjects (Peleg, 1992, 1997).

Nir (1994) notes a number of areas in which the new teachers’ difficulties find expression:

* Difficulties concerning problems of discipline and the pupils’ behaviour.
* The difficulties of teaching in a heterogeneous class.
* The difficulty of implementing innovative teaching methods.
* The problems stemming from the pupils’ population’s socio-economic backgrounds.
* Teachers’ and Parents’ relations.
* The difficulty of being aware of the possible affinity between the various factors within the educational environment.
* The difficulty of being helped by the various people in charge within the system.
* The difficulty of working in a team.
* A low frustration threshold.
* The gap between an ideal and unrealistic self-image and the reality.
* The difficulty of fulfilling a number of roles simultaneously.

Erlich (1992) mentioned in his article various hardships, but his evaluations may be regarded as confirming those of Nir (1994), Pasternack (1989) and Peleg (1992, 1997). Here, too, the problems, which come up, are mainly those of education and interpersonal communication, and not such problems that are connected to the teaching material itself. Erlich sums up the problems characterizing the new teachers thus:

* The difficulties with problematic children within the classroom. (The new teacher is mostly placed within a difficult class).
* Teaching methods in a heterogeneous class.
* The presence of new immigrant children who don’t know Hebrew.
* Relations with the pupils’ parents and the parents’ representatives.
* The lack of knowledge of establishments and organizations, which can come to the new teacher’s aid.
  - The headmaster’s and teaching staffs’ pressure to follow the acceptable local guidelines.

2.3.3 The Necessity of Mentoring New Teachers

In Odell’s opinion, (Odell, 1988), models of mentoring in the absorption are supposed to encourage teachers not to retire from the profession of teaching, to be more open to receiving support, and to enable them to concentrate more upon the instruction process and less upon the marginal problems of organization and discipline.

Erlich (1992) joins this estimation and stresses that the “mentoring in absorption” helps in a number of important aspects, such as:

1. The very knowledge that it is possible to get help adds confidence.
2. The individual counseling helps and to solve urgent problems.
3. The group meetings enable to “unload stress”. The common clarification of problems gives the teacher the feeling that he is not the only one in the field and that his colleagues too have similar difficulties.
4. The teacher occasionally needs an address he can turn to for planning and discussing ways of teaching; the mentor constitutes such an address, if the beginner teacher finds it inconvenient to consult his colleagues.
It is appropriate to quote here an excerpt from a beginner teacher’s letter, one of those who participated in the “Mentoring during Absorption” project:

"In my opinion, it is very important to provide support and reinforcement to the new teacher, and I don’t mean: "great" but to reinforce something that I did well, to provide constructive criticism and to help without hurting anybody’s feelings...

During the various meetings I received new knowledge and full support, of which I was in great need during my first year as a teacher.

Svetlana A. Akko.

2.3.4 Models of Mentoring in Absorption in the Professional Literature

The significance of mentoring during the first years of the education and instruction work is nowadays the focal point center of the issues which engage education systems and teacher training institutions both in Israel and in many other countries throughout the world. Much was said in the field of educational research about the new teacher’s difficulties in tackling the educational and instruction problems during the first few years of his work. (Mor, 1992; Peleg, 1992).

Models of Absorption-Support in the U.S.A

In an attempt to tackle the reality of the education system, they developed in the U.S.A some models of mentoring in absorption which are presented in detail in research:

A. The help of fellow-teachers at the absorbing school, with the help of a tutor from within (Calvert et al., 1993)

B. The mentoring of the beginner teacher by a academic institution, within the framework of in-service training, with the aid of a tutor (French et al., 1993)
C. The combination of the two previous methods (Nichols et al., 1993; Hulling – Austin and Emmer, 1986)

Hulling – Austin and Emmer (1986) initiated the mentoring program in absorption and teaching, which includes the following factors:

- Supervision of the tutor mentoring the new teacher.
- Tutor instruction.
- Assistance to the new teacher, particularly during his first days of teaching
- Assistance and testing by the head teacher, so the new teacher will have the option of getting off to a good start.

Nicholas et al. (1993), proposed an absorption model made up of three components: (i) a tutor from within, (ii) a tutor from without, and (iii) the frequent meetings of new teachers. The tutors from within recognized the fact that their role is gradually changing, in accordance with the new teachers’ needs. The external tutors managed to impart to the new teacher a variety of materials, activities, and lent them equipment belonging to universities, for the purpose of special operations in laboratories. The meetings with the new teachers provided a supportive environment, in which they could listen, share and participate in hardships, to make suggestions and to describe their experiences in the classroom.

- Armstrong (1983) proposes that in addition to the teacher’s integration within the class, he should also be integrated in the general social and organizational aspects of the education system. The absorption should lead the teacher to making decisions, to helping deal with discipline problems, and to place him within those classes in which he has a better chance of succeeding.
- The new teachers were given various types of support by the Californian Education Department (Wagner, 1990). They worked in teams, or with the instruction of a tutor or another experienced teacher,
while others were given support by the teaching staff at the school. All the new teachers participated in some sort of instruction-activity. These programs were particularly effective when the new teachers were given both support and instruction, in other words, they could bring experienced teachers in and share their problems with them, and they were also given formal training.

Models of Absorption - Support in Britain

Ever since 1992, reforms were introduced both in the school-curricula and in the entry of new teachers into the schools in Britain. The schools have to follow the Department of Education’s instructions. The latter prepared a briefing for the “New Qualified Teachers”, according to the recommendations of the General Teaching Council, for a good practice of the new teachers’ embarking upon teaching (Peleg, 1997). The goal of the reform in education is to improve the coordination between the regional authorities and the schools concerning the entrance of new teachers, and to introduce further training programs within the schools which are supposed to train the teachers better for their role. The mentors’ role within the school begins during the training period and continues during the teacher’s first year of work as an independent teacher (Yeomans and Sampson, 1995, Waterhouse, 1994).

Kinder and Early (1995) indicate four models of support within the British Education System:

* Individual support system- a senior administrator is responsible for the mentoring, while others provide informal support.
* Dual support system- the school “gives” the new teacher a special tutor teacher, in addition to the general alignment of support of new teachers.
* Triple support system - combines regional or counseling meetings of the new teachers, a coordinator from the administrative staff and a mentor who is a fellow teacher.
* Multi - directional support system-in addition to the triple system, the person in charge of support brings together all the beginner teachers at the school.
Models of Absorption- Support in Israel

Dr. Doron Mor, the Director of the Teaching Employees’ Training and Further Training Department at the Ministry of Education in Israel initiated in 1989 a project named: “Mentoring in Absorption” (Mor, 1992) which is intended to help beginner teachers, graduates of Teacher Training Colleges during their first year at work. This project was held at the Teacher Training Colleges, and also in the Universities (in the Faculty of Education). The significance of the “Mentoring in Absorption “project, including its’ various models is in its’ contribution to the beginner teacher’s adaptation to his work, and to the prevention of dropping out during the first year of experiencing (Mor, 1992; Amir and Tamir, 1992; Ezer and Ben Yehoshua, 1992; Nir, 1993)

Among the program’s goals (Mor, 1992) were the following:

- Help to the new teachers during their first year at work.
- Reducing the rate of dropping out of teaching and the increase of those intending to teach, from among the graduates of Teacher Training Institutions.
- Feedback and the updating of Teacher Training Programs.

The mentoring program was accepted both by the colleges and by The Ministry of Education, and a number of principles of performance were determined within it. (Mor, 1992, p. 64):

a. Mentoring will be given the teachers after they were awarded their teaching diplomas.

b. Mentoring will be given according to the choice of the teachers themselves, dependent upon their free will, and is not an administrative requirement.

c. Mentoring will be given by the pedagogic instructors of the Teacher Training Colleges
In the course of years of work in mentoring beginner teachers, a number of different mentoring in absorption models were developed in Israel (Ehrlich, 1994)

* An embarking upon teaching program, under the auspices the college training the teacher.
* The combined model: a fellow teacher from the school and a tutor from the college.
* Group meetings, support groups.
* Counseling by phone.
* Visiting the new teachers’ lessons, according to their invitation.
* “A year of specialization” program.
* Various combinations of the models.

(Following is a review of one of the Mentoring in Absorption in Israel models; the Haifa University Model, the Faculty of Education)

The mentoring instructors of the beginner teachers, college graduates who participated in the “Mentoring in Absorption” project, reported four main goals of the mentoring: one- mental support and support of morale, the clarification and sorting out of difficulties, the reinforcement of the professional image, the reinforcement of personal confidence; the second- familiarization with the school and the improvement of integration within the system; the third- help in the implementation of what was learned during training and bridging of gaps; and the fourth- drawing lessons for the training of teachers.

Peleg (1997) enumerates the common mentoring contents:

* Taking care of problems of discipline, violence and social problems.
* The class management, the imparting of learning- habits.
* Communication within the staff, contact with those in charge and contact with the parents.
* Coping with heterogeneous and populated classes.
  * The correct way of working with populations which suffer distress, pupils with difficulties and new immigrants.
The Year of Specialization in Education

It is important to note, that during the 1998 school year, the training while teaching project was introduced as an experiment, in addition to the mentoring (The Ministry of Education, 1998). Its’ goal was to give the new teachers “in practice” experience in teaching, when the fourth year students have to teach part time, and receive support from a teacher-tutor at school, and at the end of the year meet the requirements for receiving a teaching permit.

The experiment continued into the 1999 school year. As of the year 2000, mentoring was cancelled in the academic colleges, and was replaced by training as a compulsory requirement. Mentoring remained only in those colleges which are not academic, and also in the new immigrant teacher training.

The Haifa University’s Model of Mentoring in Absorption

The instruction model of beginner teachers which was developed at the Haifa University is a Coaching model, and is based on the principle of beginner teachers helping one another. (Strahovsky and Hertz - Lazarovutz, 1992).

The coaching model is constructed of three levels of involvement:

- Tutor – Teacher level (Clinical Supervision): the tutor is an expert teacher who tutors a beginner teacher in the model of individual – clinical instruction. Three out of the four tutors work in a group, “according to their subject of teaching” in the fields of literature, Arabic and English. The fourth expert tutor combines literature and educational counseling, and serves as an expert in the fields of “teacher- pupil relations” and ” teacher- teaching staff- parents”.
- The Peer Coaching level: some of the teachers work as colleague pairs, and meet for observation at one another’s homes.
This model consists of five components: meeting for a preliminary talk, a short and focused observation, analysis of the observation, insight and reference, problem solving and the setting of goals for the beginning of a further circle (See diagram 2.2).

This model is a limited model of the “aid units” (Sharan and Hertz Lazarovitz, 1978), and enables a brief activity within a limited field, such as: the opening of a lesson, the pupils’ participation, posing questions, etc.

• The theoretical academic mentoring level: direction and follow up of the application of the instruction model, the meeting of experts among themselves and the meetings of the team of experts with the participation of beginner teachers. This component’s goal is to broaden and enrich the process, and even to document it.

*Diagram 2.2: Model of the Haifa University*

(“Aid Circle” Strahovsky and Hertz - Lazarovitz, 1992, p 68.)

Strahovsky and Hertz- Lazarovitz (1992) noted that the help and support of mentoring in absorption enabled beginner teachers to build up their self -
confidence threefold: “contents – pupil - teacher”. The professional group that served as their support system, within which the participants attempted to:

1. To cope with problems connected not only to the professional area, but also to the teacher’s role sharing within the frameworks of his various actions, which are the school, class, home, etc.
2. To correct mistakes that stem from the very fact of their being beginners.
3. To tell about the difficulties and to wrestle freely with the tutor and colleagues.
4. To exchange didactic ideas and learning materials.

2.3.5 Conclusion

The literature review, as this entire study, engages in an INDUCTION, a phase which is considered the most significant and is regarded as the critical period that will affect the teachers’ entire professional career, because of its great weight in the teachers’ socialization process, its great effect on the teachers’ satisfaction with their profession and ultimately on the teachers’ willingness and decision to persevere in the profession of teaching (Gold, 1996; Peleg, 2000)

According to many researchers, the first stage of absorption is the time when the new teachers experience most difficulties, mainly because of the special difficulties that characterize the teaching profession. Therefore, education systems around the world seek to help new teachers overcome these difficulties of integration, but the ways in which teachers are helped differ from one country to another. Sometimes the help varies within one country depending on the area or the district and on the level of autonomy that educational institutions in each district have.

There were many debates about the question who should help the new teachers: Should it be the training college or the school where the teacher is supposed to
work? Various mentoring models were constructed on the basis of the various positions regarding this question.
In Israel, too, various models of accompanying immigrant teachers were suggested, but there is still no agreement on the best way to help. That is why the various districts employ various models.

According to Peleg (2000) embarking upon teaching has been studied less than any other field of education. Therefore it is of the utmost importance to study the teachers' entry in the profession and the mentoring that new teachers receive. It is also important to study the research findings in order to find out what the contribution of the mentoring institution is, and based on the findings it is important to develop ways to make the new teachers’ integration in the education system as successful as possible (Peleg, 1997).
2.4 To Be A New Immigrant Teacher

As any other new immigrant teacher, I came from my country of birth to the homeland, but meanwhile I’m a stranger. In my opinion, the new immigrant teacher needs help in all conceivable fields, but this depends upon the teachers’ staff he/she encounters. The veteran teachers have to be endowed with a great amount of patience, welcome the new teachers, help them with linguistic difficulties and attempt to enhance the teacher’s self-confidence. The new immigrant has no experience whatsoever in the field of learning in Israel, but he/she does possess knowledge of the subject, and experience in instruction in the country he/she came from. It is worthwhile to invest time and effort in the new immigrant teacher, since the results will become apparent soon. The teacher is motivated to integrate within society, to prove himself/herself as a teacher, to contribute as much as possible, for the good of the school and the pupils.

Marina K., Kiryat Shmona, (8 years in Israel)

When I started work, I naturally encountered difficulties. It was difficult for me to join the staff: nobody knew me, in the further training courses not everything was clear, I was too embarrassed to address anybody, I used to go home with headaches instead of knowledge. I started to take myself in hand: I bought the necessary books, new materials, I thought all the time of new and interesting ideas… In time, people got to know me, I felt a different attitude and in time everything turned out well. This has reinforced me very much and I feel independent.

Ludmilla S. Acre, (8 years in Israel)

2.4.1 A phenomenon named “New Immigrant Teachers”

During the last few years a large group of teachers who have immigrated from the former U.S.S.R has joined the teachers’ community in Israel. These people cope, in addition to the crisis of immigration itself with a culture that is different from the one they know, and in particular with the Israeli school culture. The
research literature which engages in the new immigrants’ problems of absorption and social adaptation describes the pressures which accompany this process, but only a small amount of empiric research has been devoted to the educated new immigrant population, and to the processes of their professional integration in the new society.

The Ministry of Education’s former Director General, Dr. Dan Sharon, writes in a special circular devoted to the subject of “Immigration Absorption” about the importance of taking care of the anticipated wave of immigration, from all the different and complex aspects within the entire education system (The Ministry of Education, 1990a)

“… each new immigrant is a world entire. Every new immigrant brings along his past, his homeland’s culture, his experience and his expectations. We too in Israel have expectations of this immigration. We hope that it will serve as an impetus for the development of Israel in various fields, increase our numbers and our strength, and alter the quality of our lives” (The Ministry of Education, 1990a; p. 4).

Sharon stresses the significance of the mobilization of the entire education system, and calls it to make its contribution to the absorption of this wave of immigration:

“… there will always be bureaucratic difficulties, something will always be lacking, nothing will ever be perfect. But the atmosphere and the feeling that the new immigrant is welcome will mitigate the hardships of daily life …”. (The Ministry of Education, 1990a; p. 4).

The Director General calls, in the same special circular, all teachers in Israel to help, adopt and mentor the new immigrant teachers during the process of their entry into the education system in Israel.
“it is important to help the new immigrant teachers understand the special atmosphere of the schools in Israel, the patterns of behaviour and the relationships between teachers and pupils, including the pluralism in approaches, methods and the educational framework. Individual mentoring will be of great help to the new immigrant teacher, in addition to the training process he will undergo in Israel …” (The Ministry of Education, 1990a; p. 5).

2.4.2 The Policy and the Procedures of New Immigrant Teachers’ Absorption

The Israeli Ministry of Education notes in every school – year a focal subject in the state’s life as an “Annual Focal Subject”. This is stressed in the studies and activities at all levels of the system, and given particular attention. The Israeli Ministry of Education decided in 1990 to nominate the subject of immigration absorption as the “Annual Focal Subject” within the entire Education System (The Ministry of Education, 1990a).

“… the annual focal subject is the product of a gladdening reality and an event of huge proportions which is occurring throughout the country: the mass immigration of the Soviet Union’s Jews to Israel. This is an extraordinary opportunity for the Israeli Society to strengthen, strengthen its roots and diversify its activities…

….the Israeli Education System, including its educators and students, has to be a principal factor within this important process. Therefore The Minister of Education and the Ministry’s management determined that the subject of New Immigrant Absorption will in effect be the Annual Focal Subject of the 1990/1 school year.
….the immigration is a compulsion which is vital to the State's existence, and any doubts concerning it are doubts regarding the realization of the Zionist dream, which is the basis of our life here”.

It was already in that document (The Ministry of Education, 1990a) that goals and objectives were determined:

- The new immigrants have to be helped in the acquisition of the Hebrew language, which is the key to entry into the Israeli society.
- Care has to be taken that the new immigrants become familiar with the Jewish-Israeli culture, as most of the new immigrants encounter it for the first time.
- The new immigrants must be assisted in familiarizing themselves with the rules of the Israeli Democracy, and the ways it operates, in order to ease their integration into it.
- The school has to plan special activities that will help the new immigrant teachers’, pupils and parents strike roots. The activities will be both on the individual level (adoption) and on the group level (didactic assistance or social activities), and on the general school level (familiarization with the absorbed new immigrants’ history and culture).

The Ministry of Education also recommends (1990a) guidelines of action: to adopt the “man to man “approach, between teacher and teacher, pupil and pupil, and not the “absorber” and “the person being absorbed”; to handle the problematic nature of the absorption, the dilemmas which are generated and the absorbers’ role: to explain the open absorption policy, which enables the new immigrant to select the place he wants to live in, which replaces the previous policy, according to which the government used to send the new immigrants to settle in those places it chose for them.

The instruction (Ibid, p.8) is particularly important. This is the direction which
says that it is important to explain to the new immigrant teachers the liberalization which is common in the Israeli schools, the relative openness in teacher-pupil relations, and the pupils’ right to express their opinions and insist upon them. These phenomena which refer to the interrelationships within the school between teachers and pupils seem to the new immigrant teachers, who were brought up in an authoritarian regime as lack of discipline. This subject has to be discussed with due seriousness, and the educational philosophy which lies at its’ basis and which directs it has to be explained again.

I had no difficulties with the teachers. They treated me with respect and supported me. It is so now too, and I'm grateful for it. Nevertheless, with the pupils things weren't simple. It was very hard. I often gazed at the photographs of my pupils in the Ukraine, and remembered our lessons from beginning to end. I told myself: “Anybody can be a good teacher when they have pupils with a flair for foreign languages. Try and succeed with these pupils”.

My second year of work at this school is nearly over. There are many changes for the better. When my pupils tell me: “My teacher, I enjoyed the lesson. Thank you” I find it very touching.

Ilanah (4 years in Israel)

2.4.3 Training and Qualification

The absorption of new immigrant teachers within the education system is a complex and lengthy process. Remember that the education system is the framework by means of which society passes its’ values to the next generations. In effect, the teacher serves as the educating society, its culture, values and lifestyle representative.

The teacher is actually a representative of the educating society and its culture, values and lifestyle. People with commendable professional training, who were
educated in the lap of a very different social approach, enter the system. The process of making the teacher who came from another place and another culture a representative of the society, which he has joined, is long, complex, requires a great deal of effort, and is rather painful. The absorption of such teachers requires training them to adapt to the teaching methods that are prevailing in Israel both on the social and community involvement levels. (Ministry of Education, 1996).

It is not a secret that immigration from the Former Soviet Union has brought teachers of subjects that lacked teachers in the past. However, it is also well known that the teacher’s work does not end in teaching the contents of the subject matter, and we must bear in mind that the immigrant teachers have brought with them teaching methods that are totally different from those used here. Upon arriving, these teachers did not have the tools and knowledge of the methods of supplying the Israeli student with their knowledge. The problems begin with mastery of the language and go through communication channels, mentality and differences in any dimension of knowledge distribution. The education system has to deal with these problems and many others.

Since the great immigration wave in 1989, about 5,500 immigrant teachers have been trained by the Israeli system. About 5,000 of them have been working in the formal system. About 600 immigrant teachers are trained every year.

These immigrants, undergoing the hard problems of immigration and absorption, are required to cope with learning Hebrew and reaching such mastery that will enable them to use fluently it in their daily work with the students and their parents, who are normally not sympathetic to their difficulties.

This is in addition to coping with social difficulties as well as housing and employment problems.

The immigrant teachers take adaptation courses in their subject matters in
addition to Hebrew lessons and lessons in Israeli culture and History. Nevertheless, the gaps in understanding the new culture that they have joined make the training programmes rather difficult. It is hard to train a teacher to work in the system, when he/she is not yet part of the system. Theories of adult learners (Geva-May, Robins, Shadel, 1991; Sikron and Leshem, 1998) emphasise needs as the most important factor of adult learning. Motivation to learn stems from the need to function and is a significant stimulus. Indeed, only when these immigrants are absorbed in the schools do they understand the need to re-learn and they are able to do it. Therefore, in practice, they begin to learn the culture of Israeli schools while doing their work and trying to adapt to it.

The Ministry of Education northern district’s report (Berger, 2000) states that the beginning of the immigration wave of the last decade was a time of lack of teachers. Because of the high demand, the Ministry of Education made special efforts to absorb the newcomers in adaptation courses to train them for teaching in Israel in all relevant subjects. At the same time music teachers, special education teachers, foreign language teachers and art teachers were trained. An especially fine point is that many math and physics teachers were trained.

An adaptation course is usually of 900 hours and takes place in one of the teacher training colleges. Its objective is to familiarize the newcomers with the Israeli education system, up to date teaching strategies and the Israeli curriculum. During the course the newcomers experience practical work guided by pedagogical mentors, observe lessons of experienced teachers and give lessons. In addition the programme of the course includes the mandatory subjects that have to be learnt in order to get an Israeli teaching certificate.

Contrary to the described situation, things have changed in the last decade. The demand and supply have changed. As a result, the northern district of the Ministry of Education could not take in any more new teachers, which included the immigrants as well. Consequently, the number of adaptation courses decreased, and in the north, for
instance, the Ministry opened only two courses per year in the last three years.

The Ministry trains the new comers, accompanies them in their schools and organizes workshops and in-service courses supported by the universities and teacher-training colleges. This approach has proven to be useful in the past, while the institutions serve as the operating arm of the ministry.

In the last decade, the ministry organized a number of projects such as:

- Training immigrants to teaching languages (English, Arabic and Yiddish).
- Training teachers with an M.A degree to teach math in elementary schools (cooperation of the Centre for Technological studies).
- Employing 750 teachers in the Karev programme.
- Employing immigrant teachers through “The Immigrant Teachers’ Organisation”
- Appointing educational arbitrators in the community parents’ schools.

### 2.4.4 Stages of entering the work market

The complexity of the immigrant teachers’ absorption has already been discussed. When the first immigrants started to integrate in the education system, researchers noticed that immigrants “land” in the schools after a short term of being in Israel, while still disconnected to the social events around them. As a result, the events are measured according to the imported standards of the immigrant (Izikovich and Beck, 1991).

Therefore, it is likely that from the point of view of the absorbers, the immigrant teacher will have difficulties interpreting and internalizing new experiences. This
reality and basic factors have to be taken into account when planning teacher absorption models. It is important to remember that the inter-cultural encounter with a heterogeneous society does not occur on an egalitarian basis, because of the load of problems that immigrants face. When the absorbing institution realizes all this and plans accordingly, the absorption process might be more efficient and less traumatic (Doron, 1996).

Semionov, Shapira and Lerenthal (1993) studied the adjustment of immigrant teachers to the education system and their level of satisfaction. It was found that absorption of immigrant teachers is neither easy for the teacher nor for the system. It was also found that patience and tolerance, attention and consideration of the difficulties might help to improve the quality of functioning and the satisfaction of both employers and teachers.

Lavid (1998), in an essay about learning music in Karmiel, a town in the north of Israel, details the processes that accompany the immigrant teachers’ beginnings at work:

“…Like many other cases, implementing the project had to do with a totally

One of the problems is the loss of social status. Suddenly you feel that all the knowledge and experience that you have gained in years is of no use to anyone. You have to start it all over again. You have to learn the language, and then go and do some cleaning jobs, looking for places where it is cheap to shop, so that the allowance you get from the ministry of Immigration will last to the end of the month. And you have to hold on and not break down, hoping for a better future.

Some people could not make it. They stopped learning and went to work at any job.

But those who managed to carry through to the end and got jobs at schools can be proud of themselves and say that the efforts were not in vain. I feel that I am one of them.

Ludmila P Maalot 4 years in Israel
different problem: the massive immigration from the former Soviet Union included many music teachers and a need was created to find working solutions in the field of music. It was an opportunity for the “Music Playing School” to help solve the problem and get to implementation” (Ibid, p. 1)

“Principals complained a great deal about immigrant teachers, saying that they were not suitable for the schools, and that they were not involved in the school life” (Ibid, p. 3).

“In the background (analyzing the feeling that the idea is bound to fail) is the fact that the teachers are newcomers. All the causes of difficulties mentioned could also occur with Israeli teachers. However, in this case, the fact that those teachers are immigrants is not an additional cause, but the main cause of the difficulties. Coping with this issue was not considered when designing the project, and no practical steps were taken. It might be said that absorbing immigration at that stage was not really successful” (Ibid, p. 3).

“The phenomenon of this teacher is neither new nor unique – it is not only typical of immigrants from the former USSR. Every teacher who goes to teach in another country has experienced the difficulties. For clear reasons, the foreign teacher is perceived as a ridiculous creature, who has language difficulties and does not understand the goings on around him. He soon becomes the target of students’ ridicule. Unfortunately it is not only the students – veteran teachers and principals, and especially the parents are not patient or tolerant, although they sometimes state that they are.

With time and motivation to integrate, so typical of immigrants, the new teacher finds the right way to fit in, but the damage to his image done in the absorption stage is hard to undo, and the teacher will remain a new immigrant for many years to come. One way to solve this problem is to let the teacher gain some experience, and then transfer him to another school, where he can succeed from the start without the need to prove that the stereotype of new immigrants does not apply to him” (Ibid, p. 3)
2.4.5 Similarities and differences between immigrant teachers and novice teachers.

As the immigration wave started, Erlich (1992) noted regarding accompanying immigrant teachers:

“Immigrant teachers who start working need to be accompanied, and it is good that this issue is becoming clear to the decision makers. The working orders of the /Israeli schools are new to the immigrants. They place emphasis, especially those coming from the former USSR, on academic achievements and do not relate to social and personal problems. We must hope that those who accompany them will help them function in the Israeli system, which is so different from the one they used to work in the past. It is also advisable to have encounters between immigrant teachers and veteran Israeli teachers. These encounters will contribute to all participants…” (Ibid, p. 87)

Immigrant teachers, like novice teachers, are going through a survival phase, that is when the teacher focuses mainly on himself. He feels that the students, the parents, and his colleagues, test him and it seems that he is not able to develop sensitivity to the material or the students. It seems to him that he does not have enough tools to cope with the routine of the school, and what matters the most is “to get through the day in one piece…” (Fuller, 1969, 1975; Shachar and Arnon, 2000).

Contrary to novice teachers, according to Shachar and Arnon (2000), immigrant teachers remain in the survival stage much longer than the novice teachers, and some of them get stuck in this stage. Usually, novice teachers make their first steps towards independence and relaxation in the second half of their first year of teaching or towards its end. In the second and third year they are freer to undergo the processes of developing mastery of their knowledge, affecting the students, developing professionally and developing a multi-dimensional approach to teaching. Contrary to them, the immigrant teachers face existential anxieties that
involve severe economic problems and fear of losing their jobs in addition to the feeling of helplessness and retreat to their pre-professional stage. They experience the feelings of humiliation and lack of self-esteem and cannot undergo the process of getting the basic confidence teachers ought to have in their strength and ability to cope with the pressures of survival. Teachers might remain in the survival stage for a very long time, sometimes more than two years, and the feeling that they are not making any progress leads to depression and frustration.

A study comparing the difficulties of native Israeli novice teachers and those of immigrant teachers conducted by Sabar Ben - Yehoshua (1999) concludes that both groups of teachers experience the same difficulties when they start their career at school.

Michael and Shimoni (1994) reviewed the similarities and differences in a “mentoring project” for novice teachers and immigrant teachers. According to them, despite the tendency to compare the difficulties, the mentors’ job is completely different when it comes to the immigrants.
A comparison of the two situations is presented in the following table (based on Michael and Shimoni, 1994):

<table>
<thead>
<tr>
<th>Framework of Programme</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The novice teacher is accompanied by a pedagogical mentor throughout the first year of teaching. In addition the novice teacher gets help at school (coordinators, principals etc.)</td>
<td>The immigrant teacher (provided that he/she learnt in an adaptation course) is accompanied by a mentor during the first semester. During the second semester, the teacher is accompanied by a colleague from the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population Characteristics</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young, with a BA degree. No teaching experience.</td>
<td>Relatively old. Has high academic Education. Experience of five years or more.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of Work</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Versatile methods: visits at home or At school, group meetings, workshops, telephone contacts and more.</td>
<td>The main method – telephone calls, and a small amount of personal meetings, mainly because of the difficulties teachers have getting to the meetings.conversations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Relationship With Mentor</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mentor also teaches in the college, and the relationship is professional and relevant.</td>
<td>The mentor is familiar to the immigrant. The relationship is personal supportive. The mentor helps both on the professional and the social-personal levels</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjustment In the First Year</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent functioning. Coping with discipline problems. Getting used to the staff and the students’ parents.</td>
<td>Coping with language difficulties, with low self-esteem, with the “Israeli mentality” and with housing and financial problems.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Israeli Teacher</th>
<th>Immigrant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum is studied and practiced for three years, and it is clear to the novice teachers.</td>
<td>The curriculum is unfamiliar, and includes foreign and misunderstood terms.</td>
<td></td>
</tr>
</tbody>
</table>

The differences between the two populations are numerous and require specific mentoring models for the immigrant teachers in particular.

The researchers state that the immigrants’ mentoring project tries to help them in most areas of life, so that they can overcome their initial problems and remain in the system as “good teachers” (Ibid, p. 95).

According to the experience gained at the Lewinski Teachers’ College (Shachar and Arnon, 2000) immigrant teachers have a number of characteristics that differentiate them from their Israeli novice teachers, and that require special
consideration. These characteristics are particularly typical of immigrants from the former USSR, although most of them apply to immigrants from other countries as well. Some of the difficulties experienced by immigrants, in addition to economic problems, stem from lack of knowledge and misunderstanding of the culture, which they have joined. Research proves (Erlich, 1992; Michael and Shimoni, 1994; Shachar and Arnon, 2000) that only after the immigrants understand the cultural codes, can they appreciate the new culture, and only then can they integrate and fit in. A lack in information and understanding might not only stall the process, but also distort it and cause fixation and shock.

According to Shachar and Arnon (2000), the immigrant teachers would prefer to be accompanied by the college mentors to being accompanied by teachers from their school.

“Contrary to novice teachers who look for help from the teachers of the school, immigrant teachers do not rush to their colleagues because they are ashamed and insecure, and they do not want to expose their weakness. However, it seems that if getting help from a colleague is organized and is defined as part of their duties as new teachers, they will be willing to use this help” (Ibid, p. 34).

From this point the thought of designing special mentoring programmes for the
immigrant teachers, which is not identical to that of novice teachers. Such a programme might include:

- In service courses for immigrant teachers during the school year and in the summer vacation.
- Help with writing reports.
- Enabling immigrant teachers to observe lessons of experienced teachers.

2.4.6 The principal as a key factor in the immigrant teachers’ absorption

It seems that one cannot give novice teachers and immigrant teachers enough encouragement and support. Warmth, support, encouragement and constructive criticism were mentioned by teachers as necessary conditions for the development of new teachers. However, these conditions are prerequisites for immigrant teachers. The immigrant can find support and encouragement with the principal of the school where he works (Shachar and Arnon, 2000):

“...It is important to remember that in the origin countries of most immigrants, the principal is a figure of authority, whose presence is of the utmost significance, like ‘The Big Brother’ who knows it all. Immigrant teachers feel the need for a guiding hand and support from such a significant figure. All wishes and expectations raised by them stemmed from the need for attention and acknowledgement from the principal, who according to their previous culture has no replacement. Many of them interpret freedom and autonomy of Israeli schools as anarchy and lack of care on the part of management. They want the principal to appreciate their talents and understand their difficulties, as well as to give them an adaptation period in which they can prove their abilities.” (Ibid, p. 43)

Shachar and Arnon (2000) recommend that principals support and encourage immigrant teachers during the first stages of their work at school. They stress that:
• The functioning of the principal sometimes determines the future of the teacher in the school.

• A new teacher, especially a new immigrant, who does not know anyone in the new place of work, does not know the system, the level and the discipline levels, needs the principal’s support more than anything else.

• Principals ought to have more conversations with the new teachers. Being in a new, unfamiliar place can be very scary. The rules are not clear and there are many questions to be asked.

• It is important that teachers in the school know that the principal supports the new teachers.

• The principal, who accepts new teachers to work has to know that there will be difficulties, and has to be able to accept and understand them. He must know that the new teacher has to be given a chance to prove his abilities, and there is no need to fire such a teacher at the end of the first year. The new teacher’s confidence is rather shaky, and being fired might damage his prestige and hinder his chances of finding another job. Besides, it is hard to start a new job in a different school every year.

• A new teacher needs “three months of grace” where he will get support without criticism.

• It is important that in the first conversation, the principal makes sure the new teacher knows that there is no need to be afraid of the principal, and that he can come to the principal with every question or problem. The principal must emphasise that he is willing to help at any time.

• A personal approach has to be used. The new teacher has to get personal counseling, almost like with a psychologist.

• It is necessary to involve the new teacher in school activities and in the decision-making process, and find ways to show him that his ideas are important.

• The new teacher has to get an assignment that he will be responsible for.
• It is very important not to “make a face” when a teacher’s child is sick, and he cannot come to work.

• The immigrant teacher has to be welcome, and be given the feeling that he is wanted at school.

• While observing lessons and criticizing, success has to be emphasized more than failure, so that the teacher feels supported.

• If it is clear that the teacher will not be employed at the school in the next year, he must be informed immediately.

I think it is very important to give support and encouragement to a new teacher, and I don’t mean “Great, wonderful!” but the acknowledgement of success and constructive criticism and help where and when necessary.

Svetlana A. Nazereth Illit (6 years in Israel)

The immigrant teacher expects the principal to guide him professionally and express opinions. It is important to encourage, but not to praise too much, as this will lead to expectations that make perception of reality hard. Teachers expect truthful and constructive criticism.

Because of the differences in educational views and teaching and learning habits between the schools in the old country and the new one, the immigrant teachers do not have enough tools to understand their new reality and function in it. It is particularly difficult for immigrants to understand and accept parents’ attitudes, which sometimes seem to undermine the teacher’s efforts. Immigrant teachers assume that the principal who gave them the job is aware of their difficulties deriving from lack of knowledge of the school system and language difficulties, and expect the principal to back them up and help them manifest their professional abilities and talents. These teachers expect a great deal of support in discipline matters, and to be respected by both students and teachers.
2.5 Conclusions

The issue of the integration of immigrant teachers in the Israeli education system deals with several aspects involving a wide theoretical background. This assignment reviews the "immigration crisis" and discusses the issue of "being a new teacher", putting the emphasis on "being a new immigrant teacher". Not all the vast literature on immigration is relevant to the specific issue concerning the immigration of Jews to Israel. Therefore, only relevant portions to this issue have been presented.

The literature survey, proper of the explorative research, is a conceptual framework, assuming that the knowledge fields presented here can encourage future findings.

This review emphasises immigration processes, surveying absorption stages in general, the immigration to Israel and absorption strategies in particular.

This assignment surveys the unique characteristics of immigrant teachers in Israel. The perception of immigration as an inter-cultural transition process requires a review of the literature, which discusses the meaning of social adjustment and its process. Thus, the literature review presents the psychological stages these immigrants go through and discusses the importance of learning the new language as a significant component of the adjustment process.

A considerable portion of the literature survey is dedicated to the process involving the new teacher's integration in his job. The understanding of the processes experienced by these teachers, of their psychological, social and educational background and its comparison to the reality prevailing in the absorbing society tends to clarify the process and contributes to the research assumption concerning professional integration of immigrant teachers.

Less research literature deals with the processes experienced by the immigrant teachers and the absorbing society. However, the available literature in this subject has been examined, relating to the approach of the education system in Israel concerning immigrant teachers' absorption.
Chapter C - Methodology

1. The framework of study

The research framework is that of Action research.
Research oriented paradigm - Phenomenology of the encounter between the New Immigrant teachers and the Education System in Israel.
Research method- Qualitative (Anthropological, Retrospective and Descriptive).
The research population - The New Immigrant Teachers from the former Soviet Union who in the course of this research were employed in the nursery schools, elementary, junior- high and high schools of the Northern district of the Ministry of Education.
The research tools - Qualitative (Interviews, Observations, Focus and Web groups, Documents analysis) and Quantitative (Questionnaire).

2 Choosing the method

The research goal is to check the phenomenology of the new immigrant teachers’ encounter with the Education System in Israel.
In order to accomplish this, I used anthropological research methods, which express in their essence a holistic approach, which attempts to examine the reality as one entity (For example, see: Seale, 1998; LeCompte et all, 1993; Lancy, 1993; Denzin and Lincoln, 1994; Silverman, 1998; Pelto, 1978; Dobbert, 1992).
The wish to study in a holistic manner the phenomenon of the new immigrant teachers’ integration within a modern employment structure in Israel, in a natural and complex environment, caused me to have many inner struggles regarding the suitable research method: to begin with, I did not know what method I would employ, but after having read a great amount of methodological material, had many conversations with various scholars, and the collection of the first findings – I reached the conclusion that the method which is suitable for me is the “action research” method.
The action research proposes a research-oriented model, which isn’t fixed but demonstrates flexibility while using varied research tools: qualitative or quantitative, according to need. All this is done through an extended reference to the theoretical background linked to the field being researched and to the educational and methodological philosophy behind the action research. The majority of the scholars in the field (and particularly in England) commonly assume that the action research is conducted by the man in the field, who studies fields which are relevant to his occupation and who examines ways of alteration in order to improve his fields of work (Elliot, 1995).

John Elliot (1995) sees that “one of the principal characteristics of the action research is that its’ principles develop and change in accordance with the particular cultural reality and context within which it operates”. The action research’s approach represents a series of values – oriented and ideological hypotheses, but we’re not talking here about a predetermined model, but about a methodological layout, which develops in accordance with the research’s special conditions.

The supporters of the research method (Carr and Kemmis, 1986) claim that every action research has to be conducted by the men in the field, while the external researcher’s contribution has to find expression by “ friendly criticism”. In their opinion, the action research makes significant changes possible; these benefit the researcher and the respondent more than the traditional research alignments.

Therefore, I found that the mode of the action research is the one which is most compatible with my involvement and personal experience; my position makes it possible for me to affect, according to the research results, not only the enhancement of the mode of my work, but perhaps even the re-examination of the policy at the higher echelons, regarding the research subjects:

“…. The researcher’s strength stems of his familiarity with the reality being researched and of his ability to bridge the gap between the theories and what is done, and to examine these theories’ implications on the accumulating knowledge. The researcher is also given the opportunity to develop and examine
his relevant personal ideas, that evolved of his practical work- assuming that tacit knowledge does exist, the knowledge which the field – worker accumulated during his years of experience” (Elliot, 1991).

3. The Research Model

This research subject is the interrelationships, which exist between the Education System in Israel and the new immigrant teacher, presented in Diagram 3.1.

Diagram 3.1: The research Model

The Education System and the school are presented at the centre of this chart. The new immigrant teacher, with his characteristics, difficulties, adaptation and attitudes is presented on the right side, and the system’s ability to help him is presented on the left side. The chart demonstrates the complexity of the subject being researched, which will concentrate upon two principal fields:

i) What the system does in order to absorb the teacher.

ii) What the principal factor for a successful absorption is.
4. The research questions

“How does the new immigrant teacher conceive his own difficulties, and what are the ways in which he copes with them?”

What are the difficulties typical of the new immigrant teachers, in what areas, and what is their intensity?

What are the most common difficulties?

Who are the new immigrant teachers, who experience the difficulties more (what characterizes the teachers, for whom things are more difficult than for others)?

“Does the school serve as a means of the new immigrant teachers’ professional integration, or help him contend with his difficulties?”

Who are the principal role-bearers who contribute to the new immigrant teachers’ integration within the school?

Are the immigrant teachers contended with the integration?

Did the school’s attitude, and the assistance given by the headmaster affect the new immigrant teacher’s wish to continue and persevere in teaching?

What is the school - climate like, and what effect does the climate have on the feeling of assimilation and contentment with the integration (assimilation)?

“Is the “Mentoring Project of Beginner Teachers” instrumental in the absorption of the new immigrant teacher’s integration within the school?”

Do the new immigrant teachers participate in the colleges’ “Mentoring New Immigrant Teachers” project”?

What are the reasons for their participation in the “Mentoring Project” and for their non-participation?

Do the new immigrant teachers need mentoring for an additional year?
What is the mentoring model preferred by the new immigrant teachers?
Will the new immigrant teachers who were given help by means of the “Mentoring Project” have fewer difficulties than teachers who didn’t get this support?
Will the mentoring affect the decision to persevere in teaching?

“How does the new immigrant teacher define his attitude to Education and Teaching, and to what degree does the definition fit the definitions which are common in Israel?”

What is the new immigrant teacher’s professional image?
What attitudes (conservative or progressive) do they express?
Is there a connection between the self-image and the will to continue in education, and the feeling of burnout?

5. Research Tools

This research integrates qualitative and quantitative research tools and attempts to obtain the advantages of such distinct methods, creating a synthesis between them.

5.1 Questionnaire

The research questionnaire was selected from the professional literature related to supporting the absorption of new teachers (Hoffman and Krauss, 1971; Amir and Tamir, 1992; Peleg, 1990; 1997) and was adapted to the specific subject of research: Accompanying the Absorption of Immigrant Teachers. The questionnaire and its filling instructions appear in the appendices.

It was explained to the teachers that the questionnaire deals with the absorption of immigrant teachers, then they were asked to fill it in anonymously.
The questionnaire is divided into 5 sections:

Section One: Difficulties experienced by the teachers during their first teaching year in Israel. Their intensity was measured according to the "Likert Scale" from 1 (absolute opposition) to 5 (absolute agreement), following the "conventional scaling technique". This section includes 32 questions, which measure the difficulties. The assistance provided in the mentoring process is assessed for each difficulty.

Section Two: Adaptation and integration in school. The extent of integration is measured through grades provided by the participants to each variable. This section includes 33 questions: 13 using the Likert Scale; 5 "yes" and "no" questions; 11 multiple choice questions and 5 open questions.

Section Three: Mentoring assessment by the immigrant teacher. It includes 3 "yes" and "no" questions; 4 multiple-choice questions and 2 open questions.

Section Four: Immigrant teachers' attitudes to education. This section includes 32 questions according to the Likert scale from 1-5.

Section Five: Questionnaire of personal details. It collects information concerning the background variables of the participants such as: age, gender, country of immigration, year of immigration, education, teaching experience abroad and in Israel, teaching subjects, part time or full time job. This data was correlated by the findings gathered through the research.

The questionnaire was translated into Russian (the participants' mother tongue) so that educational concepts and expressions are thoroughly understood. The questionnaire was inspected by five new immigrant teachers who were assigned a special role: to examine the questionnaire from linguistic aspect, express opinions on the length of the questionnaire, the time required to fill it in, the logical sequence and the questions’ importance.

Also, section five was originally the first section of the questionnaire. After consulting other researchers, it was decided to transfer this section to the end, under the assumption that filling personal details at the beginning may cause anxiety leading to lack of honesty on the part of the participants as they answer
the questionnaire. Only minor changes were made in an attempt to preserve the original questionnaire. Therefore, an extra emphasis has been put on translating from language to language. No comments on validity and reliability were found in the original literature although it was mentioned that this questionnaire was used in a vast amount of research (Peleg, 1997).

After being revised, the questionnaire was distributed among 20 additional immigrant teachers who participated in the workshop to improve the Hebrew language. Further on, their responses constituted the pilot study, serving as a basis for the final form of the research questionnaire.

The final stage was the distribution of the questionnaire to the research population.

5.2 Observations

The observations constitute the main data gathering means in the qualitative research (Sabar, 1999) based on social interrelations between the researcher and the participant within the latter’s natural environment (Slater, 1998; Silverman, 1998).

Four kinds of observations are available:

- **The Complete Participant**: The observer is part of the community in research.

- **The Participant as Observer**: The observer is part of the interrelation. The participants are aware of the observer's presence and goals.

- **The Observer as Participant**: The information provider is the source of knowledge transmitted by both speech and behaviour.

- **The Complete Observer**: Observes from the outside without being involved in the interaction created by the participants. He has no influence on the environment.

This research makes use of all four techniques. Part of the observations was
undertaken during two journeys to the former USSR: Russia (Moscow and St. Petersburg, 1999) where I met with Jewish teachers who studied Hebrew before they immigrated to Israel; Latvia (1999) where I met with the Jewish teachers working in Israeli schools in Latvia.

5.3 Ethnographic Interview

According to the method used by Spradley (1979) and Tonkins (1998), the ethnographic interview is a "speech event" with its own cultural rules. This interview is defined as a series of friendly conversations where the ethnography presents concepts aimed to encourage the informant to respond as such. Spradley proposes the following main concepts: introducing the explicit purpose of the ethnographic interview, the researcher explains, is done to provide information about the objective of the interview while directing the conversation to a situation where the interviewee can expose his/ her cultural knowledge. During the interview, the researcher has to provide the interviewee with ethnographic explanations; this leads to mutuality: the interviewer learns about the interviewee’s cultural knowledge, and the interviewee teaches about himself. The use of ethnographic questions is the main tool at the disposal of the interviewer, so that he may learn about the provider of the information.

The type of interview used in the chapter “Stories of Immigrant Teachers” (see Findings 2) is a kind of open-ended interview. The research questions presented in that chapter are not those presented to the participants. Each interview started with a clarification of the rules of ethics, a guarantee of anonymity, and the possibility of withdrawal during the interview. The participants were presented with one question: “Please tell me about the way you have coped as a teacher and as an immigrant”. In most cases the teachers spoke freely and willingly. The interviews were written down word for word by the researcher, in real time. Each interview lasted between 2 and 4 hours.

5.4 Focus Group

A group of new immigrant teachers was assembled within the research’s framework for the purpose of further training in the subject of the contestion with the transition to teaching in Israel. (See appendixes 6 and 8). This group
served also as a Focus Group, as a platform for the discussion of those issues the
research engages in. The group’s meetings were held throughout an entire school
year; approximately 10 meetings were held, each lasting for 3-4 hours.

The teacher population who participated in the Focus Group’s meetings is those
teachers who filled in the questionnaires and whose demographic data is
presented within this chapter, in the section discussing the research population.
The teachers’ statements are brought here without their names (even though their
names are to be found within the minutes of those meetings).

During my first meeting with the group, the teachers were asked to fill in the
questionnaires, and when I arrived at the second meeting - this time for the
purpose of the discussion, I asked permission to record the workshop on tape,
because I wanted to be free to listen to the discussion and to make some notes
and remarks (such as remarks concerning body language). This request was
agreed to immediately, without reservations.

5.5 Web Forums

A relatively new technique was used in this research, which is the virtual
discussion group on the Internet – Web forums (See appendixes 5 and 6). This
technique enables the exchange of ideas, statements and standpoints in the most
convenient manner, since each participant writes what he has to say at those
times and places which are convenient for him, and in his free time, while the
researcher and the rest of the participants read what has been written when and
where is convenient to them- refer and react accordingly.

Thus a sort of “multilogue“ lasting for a lengthy period is conducted among
numerous participants, but without the logistic difficulties of setting times,
determining the places in which to convene, travel, etc.

A “Web Forum” was established for the purpose of this research: it is intended
for new immigrant teachers within the framework of the Ministry of Education’s
northern region Internet website. Over a hundred new immigrant teachers
participated in this forum, (all the participants within the research), and the
collection of data lasted for over a year (following the reception of the answers to
the questionnaire, but simultaneously with the conversations held within the framework of the Focus Groups, and with the use of the other research tools).

The work was conducted according to the way the researcher presented to the Forum’s participants the research’s principal dilemmas, and the participants could react as they chose to. Moreover, they could also respond to the words of the other participants- to agree, share, disagree, reinforce, etc.

It is important to note here that writing in the Internet Forum was in Hebrew, and not in Russian, which was used in the questionnaires and during the interviews. It is a reasonable assumption, that this factor made free and fluent expression hard for the participants. Therefore the researcher made it clear to the participants that she doesn’t refer to, or correct spelling errors, but focuses upon the contents and essence of what was said.

This material is exposed to date and its’ Internet website is:

http://tzafonet.org.il/kehil/olim

In my opinion, it is possible to compare this tool to another research tool which is known, within the qualitative research as: ”the analysis of letters and diaries”, but unlike it, the expression of opinion in the Internet Forum is visible to many others, and that is why it generates the other participants’ responses, apart from those of the researcher himself.

It is possible that this method suffers from a certain disadvantage in that the writer knows in advance that the things he writes will be read by other, unknown people as well, and that is the reason why he doesn’t write entirely candidly. Nevertheless, this holds true when the writer knows that the researcher will read his/ her words, and may even publish some of them. On the other hand, there is an advantage to this method in that the common discussion generates in depth thinking, witticisms, new thoughts and even changes of attitudes. In other words, instead of the expression of a one – off and isolated attitude, we have a dynamic and lengthy process of the exchange of thoughts and ideas, and the attitudes revealed in this way are deeper, valid and more thoroughly established than in the study of diaries and letters only.
5.6 Document Analysis

Various documents such as meetings protocols, statistic data, local and school media, teachers' letters and their replies in discussion groups within the internet site have been gathered and analyzed in the research. The Ministry of Education circulars concerning assessments of the educational system for the absorption of immigrant teachers have been collected and analyzed for this research aim (see Appendices 4-10). All these as well as other items pose a kind of transparent “window to the world”, as a conduit, a direct channel to some “real thing” in the social world (Watson, 1998).

“…qualitative research can not only start with the investigation of things, but can also examine links and connections between objects that cannot speak, yet nevertheless hear messages” (Prior, 1998; 77).

6. Validity and Reliability

The validity of the measurement depends on the correlation between measurement and reality (Sabar, 1999). The basic terms prevailing in Israeli society are not necessarily valid for immigrants from the former U.S.S.R. That is why the special circumstances in which the researcher is familiar with terms of both societies guarantee validity.

Sabar (1999) and Hacohen and Zimran (1999) also supports the position stating that there are two prerequisites for gathering reliable information: “a friendly relationship of trust between he researchers and the participants, and the presence of the researcher in the research site for a long time and under varied circumstances. Ties with workers of the system at all levels – a direct introduction of the researcher as well as the study; using understandable language and expressing interest in the participants – all these create trust. The more the research advances, the more likely it is that the researcher will interpret
the participants’ account accurately, and will be able to assess his/her conclusions in numerous ways” (Sabar, 1999; p. 106).

This research attempted to get validity through the triangulation of methods. The method (Denzin, 1970; Sabar, 1999; Silverman, 1998) requires the review of a number of sources of data and the use of a number of research methods and theoretical models.

7. Research Population

This research includes 113 immigrant teachers distributed in the following tables:
The socio-demographic data was distributed into the following splitting forms:

- Age (Diagram 3.2)
- Gender (Diagram 3.3)
- Year of Immigration (Diagram 3.4)
- Education (Diagram 3.5)
- Experience Overseas (Diagram 3.6)
- Teaching Profession (Table 3.1)
- Demographic Characteristics of the Research Population (Table 3.2)
- The Data of the Whole Immigrant Teachers’ Population (Table 3.3)
Half of the participants (49%) are between ages 35-45; 35% are between ages 45-54 and 3% are 55+.

76% of the participants are female and 23% of them are male.

As this research was carried out, more than half of the teachers (56%) are living
in Israel between 6 and 8 years. More than a quarter of them (27%) are living in the country between 4 to 6 years and 12% of them between 1 to 3 years.

*Diagram 3.5: Distribution of the Population by Education*

![Diagram 3.5: Distribution of the Population by Education](image)

More than half of the immigrant teachers (56%) who participated in the research own a Masters degree; approximately a third of them (29%) own a Bachelors degree and 2% of them own a PhD. As a result, 87% of the immigrant teachers in the sample own an academic degree.

*Diagram 3.6: Distribution of the Population by Teaching Experience Overseas*

![Diagram 3.6: Distribution of the Population by Teaching Experience Overseas](image)

12% of the participants taught overseas for between 1 and 5 years; 19% of them have a 10-year experience and 22% have a 15-year experience. In addition, 38% of the participants have a teaching experience of 16 to 34 years.
Table 3.1: Distribution of the Population by Teaching Subjects

<table>
<thead>
<tr>
<th>Teaching Subjects</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and Science teachers</td>
<td>42</td>
<td>37.8%</td>
</tr>
<tr>
<td>English teachers</td>
<td>16</td>
<td>14.4%</td>
</tr>
<tr>
<td>Music</td>
<td>15</td>
<td>13.5%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
<td>7.2%</td>
</tr>
<tr>
<td>Pre-school</td>
<td>7</td>
<td>6.3%</td>
</tr>
<tr>
<td>Biology &amp; Chemistry</td>
<td>7</td>
<td>6.3%</td>
</tr>
<tr>
<td>Special need edu’</td>
<td>4</td>
<td>3.6%</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>9.0%</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

44.1% of the participants are Math and Science teachers; 14.4% are English teachers; 13.5% are Music teachers and 7.2% are Physical Education teachers.

Table 3.2: Demographic Characteristics of the Research Population

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
<th>N</th>
<th>Teaching Profession</th>
<th>%</th>
<th>N</th>
<th>Age</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>26</td>
<td>Kindergarten</td>
<td>8</td>
<td>9</td>
<td>34-25</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>86</td>
<td>Elementary</td>
<td>36</td>
<td>41</td>
<td>44-35</td>
<td>50</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Junior High</td>
<td>23</td>
<td>26</td>
<td>54-45</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>High School</td>
<td>11</td>
<td>12</td>
<td>+55</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Did not respond</td>
<td>22</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The research population was selected out of the immigrant teachers working in schools within the northern district. However, it must be mentioned that most of the participants take part in further training courses for immigrant teachers. This fact made it possible to gather and distribute the questionnaire in a concentrated form.

The following sample includes 20% of the immigrant teachers within the northern district who participated in qualification courses. It wasn’t done at random because only the teachers who participated in these courses were tested.

Nevertheless, when this data was compared to that of the whole immigrant teachers’ population, it appeared that this is a representative sample of age, gender, education and year of immigration:

**Table 3.3: The Data of the Whole Immigrant Teachers’ Population**

<table>
<thead>
<tr>
<th>Family Status</th>
<th>%</th>
<th>N</th>
<th>Degree</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>4</td>
<td>5</td>
<td>BA</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Married</td>
<td>81</td>
<td>92</td>
<td>MA</td>
<td>57</td>
<td>64</td>
</tr>
<tr>
<td>Divorced</td>
<td>12</td>
<td>14</td>
<td>PhD</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Widow</td>
<td>1</td>
<td>1</td>
<td>Other</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Did not respond</td>
<td>1</td>
<td>1</td>
<td>Did not respond</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Immigrant Teachers Hired in the Ministry of Education (%)</th>
<th>Sample (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender M - 22 F - 78</td>
<td></td>
</tr>
<tr>
<td>Age 25-45 58.4% 46-55 33.8% 55+ 6.1%</td>
<td>25-45 62% 46-55 35% 55+ 3%</td>
</tr>
<tr>
<td>Education 87.5% hold academic degrees (57% MA)</td>
<td>87% hold academic degrees (56%MA)</td>
</tr>
<tr>
<td>Year of Immigration Up to 1992 64%</td>
<td>Up to 1992 61%</td>
</tr>
<tr>
<td>Up to 1995 23.47%</td>
<td>1992-1995 27%</td>
</tr>
<tr>
<td>1996+ 12.1%</td>
<td>1996+ 12%</td>
</tr>
</tbody>
</table>
What can we learn from the population research background data?

As it was previously mentioned, the teachers participating in this research emigrated from the former USSR. They teach in institutions within the northern county and during the research, participated in training courses sponsored by the Department for the Absorption of Immigrant Teachers in the county. This group includes 20% of the immigrant teachers hired within the northern county. The demographic splitting of the research group seems to represent the entire immigrant teachers' population from the former USSR. That is, after comparing the sample data to that of the computer administration and information systems, it seems that the research findings from this sample can be generalised to the entire immigrant teachers' population.

This generalisation to the entire population creates certain difficulties, since it can be supposed that this group represents teachers with a higher level of involvement and drive to succeed and adjust to the education system in Israel than those immigrant teachers who did not participate in the training course.

The research data relates to a worthy skilled group in the Israeli education system, which is considered to be a valuable human resource to the Israeli society and which is benefited without having invested in its formation:

- The fact that 50% of the teachers are between 35 and 44 years of age indicates that these are experienced teachers with a significant "life expectancy" before them.
- The fact that 76% of the teachers are women expresses the feminisation of the teaching profession in western society.
- The findings relate to:
  a) 61% of the teachers have 5-21 years of experience overseas.
  b) 87% of the teachers have obtained an academic degree.
  c) 44% of those who participated in the research are science and computer teachers.
8. Ethical Considerations

This research has been conducted according to the “Ethics guidelines” of the Anglia Polytechnic University (1997). Throughout the course of a research study of this kind it is especially important to observe there, and so I have done the following:

- Informed schools and other educational institutions about the involvement of the employees in this research.
- Informed the participants of the research about all the details and accepted their agreement.
- Ensured confidentiality and anonymity of the participants so that their personal and school identities won’t be disclosed.
- Ensured that the personal data of the participants, which will be detected during the research, will not be used against them in any way.

9. The Practical and Public Contribution of the Study

The knowledge gained from this research contributes to an understanding of the subject, the professional integration of immigrant teachers from the former Soviet Union into the Israeli Educational System society and the cultural adaptations of a valuable human resource into the Israeli society. However, this can be seen as a worldwide contribution to the understanding the integration of the scholars’ group of immigrants.
CHAPTER D: FINDINGS

Findings 1 - The Research Questionnaire

This chapter will engage in the research questionnaire’s findings (See Appendices 1 and 2). It is composed of a section of theoretical data, which presents distributions and grading means, and of a section, which presents statistical findings and significance tests, in accordance with the research questions and hypotheses. The research questions are commensurate with the following order of topics:

- The immigrant teachers’ difficulties during the first years of teaching in Israel.
- Adaptation and integration within the schools.
- New immigrant teachers’ assessment of mentoring.
- The new immigrant teachers’ attitudes to teaching and education, and their self-image.

The findings will be presented according to the order of the questions and hypotheses. In addition, theoretical data will be integrated in the presentation of the findings.

1. The New Immigrant Teachers’ Difficulties During The First Years Of Teaching In Israel.

The first research question referred to the new immigrant teachers’ difficulties: “How does the new immigrant teacher perceive his own difficulties, and what are the ways he copes with them?”

- What are the difficulties typical of the new immigrant teachers, in what areas, and what is their intensity?
- What are the most common difficulties?
• Who are the new immigrant teachers, who experience the difficulties more (what characterizes the teachers, for whom things are more difficult than for others)?

The research questionnaire’s first part included 23 items, which examined the degree of the new immigrant parents’ difficulties, and the assistance they were given by the various functionaries within the Education System.

The difficulties were assembled into 5 categories of contents, according to which, identical categories for the aid-questionnaire were constructed. It has to be noted, that the correlation between the questionnaire examining difficulties and the questionnaire examining assistance was extremely meticulous, with a view of conserving the uniformity of the contents, and to enable the comparison between the difficulties factors and the assistance factors at a later stage.

The first category refers to the new immigrant teacher’s personal adaptation difficulties. This category includes difficulties such as: linguistic problems, difficulties in the connections with the students’ parents, difficulties in the implementation of the material learned at the adjustment course, and difficulties in completing knowledge which was lacking before in the discipline of instruction.

The second category refers to the difficulties in adapting to the school. This category includes difficulties and difficulties such as: difficulties in learning the school regulations, difficulties in integration within the staff at the school, in obtaining instructions and resources from the school, difficulties in adapting to the instruction methods and to the schools educational outlook.

The third contents category expresses difficulties in teaching methods and skills. This category included: difficulties in teaching a heterogeneous class, and in adapting the teaching to special populations, difficulties in assessing the results of learning, and in the implementation of an active learning method and group work.
The fourth category refers to difficulties concerning the preparations for teaching in class. This category included difficulties such as the preparation of lesson-plans, in the organization of the learning environment, and in the selection of textbooks and teaching–aids.

The fifth contents category expresses difficulties in class management. This category includes: difficulties in dealing with discipline problems, class management and the planning of teaching, difficulties in dealing with the atypical students and in fulfilling the role of classroom teacher.

*Table 4.1: Division into categories of contents.*

<table>
<thead>
<tr>
<th>Cronbach Alfa Reliability</th>
<th>Difficulties</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.60</td>
<td>Difficulty concerning the language . In contacts with the parents</td>
<td>Personal adaptation difficulties</td>
</tr>
<tr>
<td></td>
<td>Application of learning for re-training in the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acquiring knowledge you missed in your teaching subject</td>
<td></td>
</tr>
<tr>
<td>0.68</td>
<td>Familiarity with the school’s procedures</td>
<td>Adapting to the school</td>
</tr>
<tr>
<td></td>
<td>Integration within the school’s staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the receiving of guidance, advice and resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjustment to the teaching methods at the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjustment to the educational outlook the school</td>
<td></td>
</tr>
<tr>
<td>0.70</td>
<td>Teaching a heterogeneous class</td>
<td>Teaching methods and skills</td>
</tr>
<tr>
<td></td>
<td>The adjustment of teaching to varied populations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applying of teaching active learning methods.</td>
<td></td>
</tr>
<tr>
<td>0.61</td>
<td>In the preparation of lesson plans</td>
<td>Preparations for teaching in class</td>
</tr>
<tr>
<td></td>
<td>Class management and the teaching environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selection of textbooks and teaching aids</td>
<td></td>
</tr>
<tr>
<td>0.75</td>
<td>Handling disciplinary problems</td>
<td>Managing a class</td>
</tr>
<tr>
<td></td>
<td>Class management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling atypical students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fulfilling your role as classroom teacher</td>
<td></td>
</tr>
</tbody>
</table>
Statements 2.15 - 2.19 were not included in the calculation of the contents category, since the standard of inner reliability was low at the time of their inclusion within the category.

The New Immigrant Teachers’ Difficulties, and The Support Given by the School.

The difficulties questionnaire included 24 items, which tested the intensity of the difficulty. The teachers were requested to note any difficulty upon the five-grade Likert scale (from 1 - absolute opposition to 5 - absolute agreement), and they were also asked to note the extent of the support they were given by the school.

Table 4.2 presents the grading given by the teachers to the difficulties and assistance, or support in each of the teaching-subjects, according to the way the teachers themselves perceive it. To this end, a means grading of difficulties and help in various fields was issued, and the order of the means is presented according to the extent of the difficulty, reported in a descending order.
Table 4.2: Difficulties of Immigrant Teachers, and the Support they receive

<table>
<thead>
<tr>
<th>Area</th>
<th>Difficulties</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>The adjustment of teaching to varied populations (disadvantaged students, gifted students, slow students, new immigrants, etc.)</td>
<td>3.59</td>
<td>2.76</td>
</tr>
<tr>
<td>Handling disciplinary problems</td>
<td>3.22</td>
<td>3.01</td>
</tr>
<tr>
<td>Handling atypical students</td>
<td>3.13</td>
<td>2.87</td>
</tr>
<tr>
<td>Difficulty concerning the language</td>
<td>2.92</td>
<td>3.23</td>
</tr>
<tr>
<td>In teaching a large class</td>
<td>2.64</td>
<td>2.33</td>
</tr>
<tr>
<td>Teaching a heterogeneous class</td>
<td>2.60</td>
<td>2.79</td>
</tr>
<tr>
<td>Organizing the class (including homework, independent work, etc.)</td>
<td>2.50</td>
<td>2.90</td>
</tr>
<tr>
<td>Familiarity with the school's procedures (duties, rights, meetings, Photocopies, equipment, addressing superiors, etc.)</td>
<td>2.26</td>
<td>3.24</td>
</tr>
<tr>
<td>Fulfilling your role as classroom teacher</td>
<td>2.26</td>
<td>2.75</td>
</tr>
<tr>
<td>In the organization of the learning environment</td>
<td>2.10</td>
<td>2.35</td>
</tr>
<tr>
<td>In contacts with the parents</td>
<td>2.06</td>
<td>2.46</td>
</tr>
<tr>
<td>Adjustment to the educational outlook the school</td>
<td>1.97</td>
<td>2.70</td>
</tr>
<tr>
<td>Selection of textbooks and teaching aids</td>
<td>1.91</td>
<td>2.60</td>
</tr>
<tr>
<td>Applying of teaching methods, such as: active learning, group-work etc</td>
<td>1.88</td>
<td>2.44</td>
</tr>
<tr>
<td>Integration within the school's staff and cooperation with the teachers</td>
<td>1.86</td>
<td>3.02</td>
</tr>
<tr>
<td>In the preparation of lesson plans</td>
<td>1.86</td>
<td>2.77</td>
</tr>
<tr>
<td>Adjustment to educational methods in the school</td>
<td>1.84</td>
<td>2.65</td>
</tr>
<tr>
<td>In the receiving of guidance, advice and resources from the school</td>
<td>1.75</td>
<td>3.04</td>
</tr>
<tr>
<td>Organizing the class (time, equipment, preparations)</td>
<td>1.69</td>
<td>2.01</td>
</tr>
<tr>
<td>Evaluation of learning (test, achievements, grades)</td>
<td>1.68</td>
<td>2.48</td>
</tr>
<tr>
<td>Acquiring knowledge you missed in your teaching subject</td>
<td>1.62</td>
<td>2.71</td>
</tr>
<tr>
<td>Application of learning for re-training in the course to teaching in Israel</td>
<td>1.49</td>
<td>2.38</td>
</tr>
<tr>
<td>Observation of the class and its levels</td>
<td>1.47</td>
<td>2.08</td>
</tr>
</tbody>
</table>
Diagram 4.1: The New Immigrant teachers’ degree of difficulty, and the support given them.
It is possible to see, after having studied Table 4.2 and diagram 4.1, that the teachers report the highest degree of difficulty in the fields of adjusting the teaching to heterogeneous populations, dealing with discipline problems, treating atypical students, and difficulties with the language. On the other hand—the greatest amount of assistance was in the field of language, and familiarization with the school regulations. The lowest level of difficulty is in the field of adjusting the teaching to Israel, diagnosing the class and the standards in it.

**The Teachers’ Difficulties According to the Contents-Category**

The degree of difficulty perceived by the teachers was also examined according to the means of the difficulty categories.

**Diagram 4.2-Means of the Difficulties**

The diagram indicates, that the greatest source of difficulties are the difficulties that the immigrant teacher has in teaching methods and skills, then in class management and personal adaptation, (such as difficulties with the language, difficulties in the contacts with the parents, etc.). Planning a lesson, or preparing for teaching, and adjustment to the school are in the new immigrant teachers’ opinion the source of the lowest degree of difficulty.
The Demographic Characteristics’ Effect on the Intensity of the Difficulties

The research question: “What characterizes the new immigrant teachers, which is more difficult for them than others?” is supposed to provide an answer to the correlation between the personal – demographic characteristics and the new immigrant teachers, who experience the difficulties in a more intense degree.

In order to answer this question, comparisons of the new immigrant teachers were made according to the following background data: gender, seniority in teaching abroad, seniority in teaching in Israel, marital status, and education (B.A., M.A., degrees, or higher.)

No differences were found in the degree of difficulty perceived by teachers according to gender, age, standard of education, and seniority in Israel.

A difference was found between teachers with up to fifteen years teaching seniority abroad, and teachers with over fifteen years teaching seniority abroad, in the degree of the difficulties in planning the lesson or preparation for lessons.

Table 4.3 illustrates the means of teachers with up to fifteen years seniority of teaching abroad, and the means of teachers with over fifteen years seniority of teaching abroad, within the category of difficulties in planning the performance of teaching.

**Table 4.3 The New Immigrant Teachers’ Difficulties, According to the Seniority Data In Teaching Abroad.**

<table>
<thead>
<tr>
<th>Categories of difficulties</th>
<th>Seniority in teaching abroad</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt;= 15</td>
<td>&lt; 15</td>
</tr>
<tr>
<td>Managing a class</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.77</td>
<td>.83</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.70</td>
<td>.71</td>
</tr>
<tr>
<td>Adapting to the school</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.69</td>
<td>.70</td>
</tr>
<tr>
<td>Personal adaptation difficulties</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.69</td>
<td>.70</td>
</tr>
<tr>
<td>Teaching methods and skills</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.89</td>
<td>1.11</td>
</tr>
<tr>
<td>Preparations for teaching in class</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>.77</td>
<td>.80</td>
</tr>
</tbody>
</table>

*p < .07
Diagram 4.3: The New Immigrant Teachers’ Difficulties According to the Seniority Data. In Teaching Abroad.

Table 4.3 and diagram 4.3 both indicate that teachers with over fifteen years’ seniority of teaching abroad have fewer difficulties in planning lessons or preparing for them than colleagues with less than fifteen years sonority of teaching abroad.

In addition to the t-test, the linear regression between the variables that was noted (gender, education, seniority in Israel and abroad, marital status), and the dependent variable was the teachers’ difficulties. It was found that seniority in education abroad predicts the difficulties in the performance in a significant manner, and 9% of the difference between these difficulties is explained by the seniority in teaching abroad (β = 0.24, R² = 0.9, p < .05) Hence, the more seniority a teacher accumulates in teaching abroad, the fewer difficulties he has in the preparation for teaching.
It was also found, that approximately 76% of the teachers who participated in the research studied in an adjustment to teaching course in Israel (retraining course), organized by the Ministry of Education. Therefore, the degree of difficulty was examined in the case of the teachers who had participated in one of the adjustment courses for teaching in Israel at one of the teacher training colleges (each one within his own discipline), compared to those who integrated in work without first participating in an adjustment course (see models, section B4). Table 4.4 and diagram 4.4 present the t-test results according to the five categories of difficulty.

Table 4.4: The difficulties of the new immigrant teachers
(participated/ did not participate in the retraining course for teaching in Israel)

<table>
<thead>
<tr>
<th>Categories of difficulties</th>
<th>retraining course for teaching in Israel</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y n=86</td>
<td>N n=27</td>
</tr>
<tr>
<td>Managing a class</td>
<td>Mean 2.52</td>
<td>2.17</td>
</tr>
<tr>
<td></td>
<td>SD .79</td>
<td>.78</td>
</tr>
<tr>
<td>Adapting to the school</td>
<td>Mean 1.89</td>
<td>2.27</td>
</tr>
<tr>
<td></td>
<td>SD .69</td>
<td>.73</td>
</tr>
<tr>
<td>Personal adaptation difficulties</td>
<td>Mean 2.05</td>
<td>2.28</td>
</tr>
<tr>
<td></td>
<td>SD .72</td>
<td>.63</td>
</tr>
<tr>
<td>Teaching methods and skills</td>
<td>Mean 2.62</td>
<td>2.60</td>
</tr>
<tr>
<td></td>
<td>SD 1.03</td>
<td>1.13</td>
</tr>
<tr>
<td>Preparations for teaching in class</td>
<td>Mean 1.90</td>
<td>2.12</td>
</tr>
<tr>
<td></td>
<td>SD .76</td>
<td>.82</td>
</tr>
</tbody>
</table>

** p < .05
Diagram 4.4: The Difficulties of the New Immigrant Teachers

(participated/ did not participate in the retraining course for teaching in Israel)

The study of table 4.4 and diagram 4.4 indicates a significant difference between teachers who participated in an Adjustment to Teaching in Israel course and teachers who did not participate in such a course. The difference finds expression in their perception of the difficulties in class management and in adapting to the school. Teachers who did not participate in an Adjustment to Teaching in Israel course report a higher degree of difficulties than those who participated in the Adjustment to Teaching in Israel course.

2. Adaptation to and Integration into the School.

The “Integration into the school” questionnaire included the following 31 items, which are intended to answer the research questions:

- Does the school, and how does it serve as a means of the new immigrant teacher’s professional assimilation, or to his contending with the difficulties?
• Who are the principal role-bearers who contribute to the new immigrant teachers’ integration within the school?
• Are the immigrant teachers contended with the integration?
• Did the school’s attitude, and the assistance given by the headmaster affect the new immigrant teacher’s wish to continue and persevere in teaching?
• What is the school climate like, and what effect does it have on the feeling of assimilation and contentment with the integration (assimilation)?

The Role Bearers who Contribute to the New Immigrant Teachers’ Integration within the School

The new immigrant teachers were requested to note those role bearers within the Education System who contributed to their integration within the school.

Diagram 4.5: Distribution of the Role Bearers who Assisted in the New
Immigrant Teacher’s Integration

Diagram 4.5 describes those role bearers who, in the immigrant teachers’ opinion, contributed to their integration within the schools. Observation of the diagram indicates that the main role-bearers who contributed to the immigrant teachers’ assimilation into the schools were fellow teachers from the same school, and the schools’ head teachers.

The New Immigrant Teachers Perception of the School’s Climate and the Style of Management.
In order to examine and describe the head-teacher’s role in the new immigrant teacher’s absorption, the distribution of the answers to all the statements discussing the teacher’s feeling of assimilation within the school, and the manner in which he perceives the school’s atmosphere were examined.

Diagram 4.6: The New Immigrant Teacher’s Perception of the School Atmosphere.
Table 4.5: The Distribution of the Statements Engaging in the Teacher’s Assimilation Into the School

<table>
<thead>
<tr>
<th></th>
<th>Definite ly not</th>
<th>Not</th>
<th>certain degree</th>
<th>high degree</th>
<th>very high degree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel you belong to the staff.</td>
<td>4.5</td>
<td>11.8</td>
<td>28.2</td>
<td>36.4</td>
<td>19.1</td>
<td>3.54</td>
</tr>
<tr>
<td>Degree of cooperation among the teachers</td>
<td>1.9</td>
<td>7.5</td>
<td>26.2</td>
<td>42.1</td>
<td>22.4</td>
<td>3.76</td>
</tr>
<tr>
<td>Your degree of cooperation with other teachers.</td>
<td>.9</td>
<td>10.9</td>
<td>23.6</td>
<td>38.2</td>
<td>26.4</td>
<td>3.78</td>
</tr>
<tr>
<td>The headmaster takes an interest in your teaching.</td>
<td>11.7</td>
<td>9.0</td>
<td>19.8</td>
<td>32.4</td>
<td>27.0</td>
<td>3.54</td>
</tr>
<tr>
<td>The headmaster offers you help at all times.</td>
<td>14.7</td>
<td>8.3</td>
<td>21.1</td>
<td>31.2</td>
<td>24.8</td>
<td>3.43</td>
</tr>
<tr>
<td>The headmaster is an influential educator.</td>
<td>7.5</td>
<td>5.6</td>
<td>16.8</td>
<td>34.6</td>
<td>35.5</td>
<td>3.85</td>
</tr>
<tr>
<td>The headmaster encourages initiative.</td>
<td>7.6</td>
<td>6.7</td>
<td>22.9</td>
<td>23.8</td>
<td>39.0</td>
<td>3.80</td>
</tr>
<tr>
<td>The headmaster doesn’t maintain distance from the teachers.</td>
<td>7.1</td>
<td>13.3</td>
<td>31.6</td>
<td>28.6</td>
<td>19.4</td>
<td>3.40</td>
</tr>
<tr>
<td>The headmaster may be approached by prior appointment.</td>
<td>26.2</td>
<td>31.1</td>
<td>15.5</td>
<td>20.4</td>
<td>6.8</td>
<td>2.50</td>
</tr>
<tr>
<td>Feel free to select teaching contents.</td>
<td>7.5</td>
<td>5.6</td>
<td>13.1</td>
<td>44.9</td>
<td>29.0</td>
<td>3.82</td>
</tr>
<tr>
<td>Feel free to initiate events.</td>
<td>2.8</td>
<td>6.4</td>
<td>21.1</td>
<td>33.0</td>
<td>36.7</td>
<td>3.94</td>
</tr>
<tr>
<td>Feel free to set the pace of work</td>
<td>1.9</td>
<td>7.5</td>
<td>21.7</td>
<td>33.0</td>
<td>35.8</td>
<td>3.93</td>
</tr>
</tbody>
</table>

The study of the table and diagram indicate that the statements, which were awarded the highest grading are those concerning the feeling of freedom of action, the initiation of events, and freedom regarding the determination of the
pace of work. Another statement, which was awarded a high grade was perceiving the head teacher as an educational personality.

A statement, which was given a low grade was “the head teacher may be approached by appointment”; in other words, the teachers do not feel distanced from the head teacher, and do not believe they have to arrange an appointment in order to talk to him.

The correlation Between the School Atmosphere and Contentment with the Integration.

The correlation between the contentment with the integration within the school (statement 2.11) and the school-atmosphere (statements 2.13 - 2.24) was examined. Table 4.6 presents the correlation that was found. It has to be noted that, for the purpose of calculating the correlation, the statement categories 2.13 - 2.24 were assembled according to the following division:

Not at all / No.
To a certain degree.
To a high degree / very high degree.

The contentment degree was compiled within two levels: low degree of contentment, high degree of contentment.
Table 4.6: The Distribution of Contentment According to the Perception of the School’s Atmosphere and Managerial Style

<table>
<thead>
<tr>
<th>Perception</th>
<th>Are you content with your integration in the school</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel you belong to the staff.</td>
<td>Low: 88.9, High: 11.1</td>
<td>38.8***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 71.0, To a certain degree: 29.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 21.3, 78.7</td>
<td></td>
</tr>
<tr>
<td>Degree of cooperation among the teachers</td>
<td>Low: 70.0, High: 30.0</td>
<td>27.9***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 70.0, To a certain degree: 30.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 27.5, 72.5</td>
<td></td>
</tr>
<tr>
<td>Your degree of cooperation with other teachers.</td>
<td>Low: 92.3, High: 7.7</td>
<td>24.8***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 92.3, To a certain degree: 7.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 29.6, 70.4</td>
<td></td>
</tr>
<tr>
<td>The headmaster takes an interest in your teaching</td>
<td>Low: 82.6, High: 17.4</td>
<td>22.9***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 82.6, To a certain degree: 17.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 28.8, 71.2</td>
<td></td>
</tr>
<tr>
<td>The headmaster offers you help at all times.</td>
<td>Low: 80.0, High: 20.0</td>
<td>24.3***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 80.0, To a certain degree: 20.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 26.2, 73.8</td>
<td></td>
</tr>
<tr>
<td>The headmaster is an influential educator</td>
<td>Low: 85.7, High: 14.3</td>
<td>14.2***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 85.7, To a certain degree: 14.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 34.7, 65.3</td>
<td></td>
</tr>
<tr>
<td>The headmaster encourages initiative</td>
<td>Low: 86.7, High: 13.3</td>
<td>14.2***</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 86.7, To a certain degree: 13.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 34.8, 65.2</td>
<td></td>
</tr>
<tr>
<td>The headmaster doesn’t maintain distance from the teachers.</td>
<td>Low: 60.0, High: 40.0</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 60.0, To a certain degree: 40.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 44.7, 55.3</td>
<td></td>
</tr>
<tr>
<td>The headmaster may be approached by prior appointment.</td>
<td>Low: 50.8, High: 49.2</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 50.8, To a certain degree: 49.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 53.6, 46.4</td>
<td></td>
</tr>
<tr>
<td>Feel free to select teaching contents</td>
<td>Low: 64.3, High: 35.7</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Not at all / No: 64.3, To a certain degree: 35.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To a high degree / very high degree: 45.6, 54.4</td>
<td></td>
</tr>
</tbody>
</table>
Are you content with your integration in the school

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
<th>(\chi^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel free to initiate events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all / No</td>
<td>90.0</td>
<td>10.0</td>
<td>11.6**</td>
</tr>
<tr>
<td>To a certain degree.</td>
<td>56.5</td>
<td>43.5</td>
<td></td>
</tr>
<tr>
<td>To a high degree / very high degree</td>
<td>38.2</td>
<td>61.8</td>
<td></td>
</tr>
<tr>
<td>Feel free to set the pace of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all / No</td>
<td>80.0</td>
<td>20.0</td>
<td>9.9**</td>
</tr>
<tr>
<td>To a certain degree.</td>
<td>65.2</td>
<td>34.8</td>
<td></td>
</tr>
<tr>
<td>To a high degree / very high degree</td>
<td>38.4</td>
<td>61.6</td>
<td></td>
</tr>
</tbody>
</table>

**p < .01; *** p < .001

Study of the table indicates, that there is a significant correlation between the school atmosphere and the style of management, as perceived by the new immigrant teachers, and the degree of their contentment. The correlation is within the statements concerning the belonging to a team, the degree of cooperation among the teachers, the head-teacher’s interest in the teacher’s teaching, the head-teacher’s offers of assistance, the head-teacher being an influential educational personality, the head-teacher’s support of initiative, the freedom to initiate events and set the pace of work. The head-teacher’s distance from the teachers, addressing him by appointment, and the freedom to select teaching-contents are not connected to the teacher’s contentment.

The Feeling of Integration and Contentment with the Integration into the School

The following statements were examined, in order to provide an answer to the research question concerning the correlation between the teacher’s degree of integration and his contentment with it:
the generation of correlations with teachers,
whether the school is ready for the absorption of a beginner teacher’
whether the atmosphere is favorable for the absorption of an immigrant teacher’
contentment with the integration found expression in statement.

The examination was conducted by means of the Pearson coefficient correlation between the variables.
Table 4.7: The Pearson Coefficients Correlation Between the Feeling of Integration and Contentment with the Integration

<table>
<thead>
<tr>
<th></th>
<th>Is your school ready to absorb a new immigrant teacher</th>
<th>To what degree have you formed ties with other teachers at the school</th>
<th>Is the atmosphere in the school favorable for the absorption of a new immigrant teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you content with your integration in the school</td>
<td>-0.30***</td>
<td>-0.51***</td>
<td>0.72***</td>
</tr>
</tbody>
</table>

***p < .001

The table indicates that a positive and significant correlation was found between the teacher’s feeling of integration and his contentment with it. When the school is prepared for the absorption of the teachers, his degree of contentment with the integration increases, (r = -.30, p< .001). The contentment rises as the teacher forms connections with other teachers at the school (r=.51 p<.001), and as the atmosphere at the school is perceived as more positive (r=.72, p< .001).

The Motivation to Continue Teaching

The question: “Did the school’s approach and the assistance it provided affect the new immigrant teacher’s will to continue teaching?” was also examined by means of checking the grading of answers to statements 2.27 - 2.29.

Table 4.8 The Readiness to continue Teaching and the School's Attitude to the New Immigrant Teacher

<table>
<thead>
<tr>
<th>The Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree was your decision to continue teaching affected by the school’s attitude to you/ by its way of absorbing new immigrant teachers</td>
<td>2.94</td>
</tr>
<tr>
<td>Do you envision yourself as a teacher in five years time</td>
<td>4.20</td>
</tr>
<tr>
<td>Are you interested in professional retraining</td>
<td>2.04</td>
</tr>
</tbody>
</table>
We can see that the teachers gave a very high grade to the question “Do you see yourself as a teacher in five years time?” Hence, we understand that the majority of teachers see themselves as such in five years time. The decision to continue teaching is affected to a mediocre degree by the school’s attitude and the way it absorbs the teacher. The degree of interest in a professional retraining is low. 99% of the teachers (111 out of a 112) gave an affirmative answer to statement 2.26, “Do you want to continue in the profession of teaching next year”.

The Head Teacher’s Support

Out of the distribution arose the question, whether the will to continue teaching stemmed from the support given the new immigrant teacher by the head teacher. To this end, the difference between teachers who received no support from the head teacher and teachers who were supported by him were examined.

Table 4.9: The Head Teacher’s Support effect

<table>
<thead>
<tr>
<th></th>
<th>Yes (Head Teacher’s Support)</th>
<th>No (Head Teacher’s Support)</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>To what degree was your decision to continue teaching affected by the school’s attitude to you/ by its way of absorbing new immigrant teachers</td>
<td>3.29</td>
<td>1.35</td>
<td>2.57</td>
<td>1.40</td>
</tr>
<tr>
<td>Do you envision yourself as a teacher in five years time</td>
<td>4.13</td>
<td>.67</td>
<td>4.27</td>
<td>.72</td>
</tr>
<tr>
<td>Are you interested in professional retraining</td>
<td>2.10</td>
<td>.90</td>
<td>1.96</td>
<td>.96</td>
</tr>
</tbody>
</table>

Table 4.9 Presents means, standard deviations, and t-test results for the comparison of means, which were examined in order to determine the effect of the support received by the new immigrant teachers from the head-teacher on the decision to remain within the teaching profession. (Statement 2.27).

The study of the table indicates, that teachers who were supported by the head-
teacher expressed a greater measure of readiness to continue teaching, than those
teachers who were given no support by the head-teacher.
No differences were found between the teachers who received support from the
head-teacher and those who did not receive such support, concerning the extent
to which they see themselves as teachers in five years time, or that of their
interest in professional retraining.

The Correlation between the Severe Manner of the Perception of the Difficulties
and the Feeling of Integration at the School

The correlation between the severe perception of the difficulties and the feeling
of integration at the school was examined only to see whether, the more severely
the new immigrant teacher perceives his own difficulties severity, the more
difficult his integration will be.
The assumption was examined by the means of the Pearson coefficients
correlation.

Table 4.10 The Correlation between the Perception of the Difficulties and the
Feeling of Integration at the School

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Managing a class</th>
<th>Adapting to the school</th>
<th>Personal adaptation difficulties</th>
<th>Teaching methods and skills</th>
<th>Preparations for teaching in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your school ready to absorb a new immigrant teacher</td>
<td>.21*</td>
<td>-.07</td>
<td>-.12</td>
<td>-.14</td>
<td>-.09</td>
</tr>
<tr>
<td>Your degree of cooperation with other teachers</td>
<td>.15</td>
<td>-.36***</td>
<td>-.44***</td>
<td>-.44***</td>
<td>-.41***</td>
</tr>
<tr>
<td>Is the atmosphere in the school favorable for the absorption of a new immigrant teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel you belong to the staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation among the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05; ** p < .01; *** p < .001
Study of the table indicates, that the less teachers perceive themselves as integrating by forming ties with other teachers at the school, the harder they find it to adapt themselves to the school. Also, the more positive the perception of the school atmosphere, the more the degree of difficulties experienced in the field of adaptation to the school decreases.

It is also possible to see from the correlations, that the feeling of belonging to the team reduces the degree of difficulty in the field of adaptation to the school. Cooperation with other teachers also reduces the measure of difficulty in adapting to the school.

It was also found, that the feeling of belonging to the staff reduces the degree of the personal adaptation difficulty, and the difficulty in preparing for teaching. Other correlations were found to be significant, but low in their strength.

3. The Teacher’s Support of the Mentoring Project

The “Project of Mentoring Beginner Teachers”, as given in Israel by the colleges to the beginner teachers, is also given to new immigrant teachers at the end of the courses for Adjustment to Teaching in Israel. This is a privilege, which the course’s graduates’ have, not a duty.

This section will present the findings pertaining to the third research question: “Is the “Project of Mentoring Beginner Teachers” instrumental in the absorption of the new immigrant teacher’s integration within the school?”

- Do the new immigrant teachers participate in the colleges’ “Mentoring New Immigrant Teachers” project”?
- What are the reasons for their participation or non-participation in the “Mentoring Project”?
- Do the new immigrant teachers need mentoring for an additional year?
- What is the mentoring model preferred by the new immigrant teachers?
- Will the new immigrant teachers who were given help by the “Mentoring Project” have fewer difficulties than teachers who did not get this
assistance?

- Will mentoring affect the decision to persevere in teaching?

Participation in a Mentoring Project

The second section of the questionnaire related to adjustment and integration (see appendices), and the immigrant teachers were asked whether they had participated in the Mentoring Project offered by the Teachers' College where they had completed their teaching adaptation course in Israel.

*Diagram 4.8: Participation in the Absorption Mentoring Project Offered by the Teachers' Colleges*

The third part of the questionnaire related to the teacher's mentoring assessment (see appendices), and the teachers were required to mention the reasons for participating in the Mentoring Project.

Once again, most of the immigrant teachers (74.2%) mentioned they had not participated in such a project.
Diagram 4.9: Reasons for not participating in the Mentoring Project (%)

1. It’s unnecessary for me.
2. I wanted to cope with the difficulties by myself.
3. The tutor wasn’t suitable for me.
4. There was no vacancy in the group.
5. I’m confident when teaching.
6. I was not aware of such a project.
7. I did not participate in a retraining course.
8. Other

In the second part of the questionnaire as well, the teachers were required to list the reasons for not participating in the Mentoring Project (see appendix)

Most of the participants (50%) replied that they were not aware of the project; 10% claimed that they had not studied in a teachers’ college; 12% answered that they did not need mentoring and 33% did not reply at all.

The Preference of a Mentoring Model by the new immigrant teachers (Different Types of Mentoring Selected)
In addition, what the type of mentoring preferred by the new immigrant teachers
was examined within the questionnaire. Diagram 4.10 presents the distribution of answers.

*Diagram 4.10: The Distribution of Mentoring Preferred by the Teachers.*

It may be seen from Diagram 4.10 that the mentoring preferred by the teachers is the mentoring provided by a fellow teacher from the school, or a fellow teacher from the same field. There is a lower degree of preference of mentoring by Inspectors, instructors, teamwork or college.

86.4% of the teachers of the teachers who were asked whether their decision to continue or not to continue teaching is correlated to the mentoring they were given, replied that their decisions were not connected to the mentoring.

**Mentoring – Obligation or Right.**

When the new immigrant teachers were asked as to their opinions, of whether the mentoring is an obligation or a right, approximately 81.7% held the view, that the mentoring should be obligatory. The main reasons for receiving the mentoring, as noted by the new immigrant teachers are noted within Diagram 4.7.
Diagram 4.7: The Distribution of the Main Reasons for Receiving Mentoring(%)

It may be seen that the most common reason noted by the teachers is the reception of support and encouragement, and also the learning from an experienced teacher’s experience.

The teachers were also asked, whether they need a further year of mentoring. 78% of the teachers noted, that they do not need an additional year.

The Correlation between the Mentoring Project and the Intensity of the New Immigrant Teachers’ Difficulties

In order to examine the research question: “Will the new immigrant teachers who received assistance by the means of the “Mentoring Project” have fewer difficulties than the teachers who did not receive this assistance?” A t-test of the independent samples were conducted.
Table 4.11: The Effect of the Mentoring on the Intensity of the New Immigrant Teachers’ Difficulties (Participated/ did not Participate in the Mentoring Project)

<table>
<thead>
<tr>
<th>Factor/ Teachers’ Difficulties</th>
<th>No N=87</th>
<th>Yes N=21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Managing a class</td>
<td>2.39</td>
<td>.79</td>
</tr>
<tr>
<td>Adapting to the school</td>
<td>1.97</td>
<td>.71</td>
</tr>
<tr>
<td>Personal adaptation difficulties</td>
<td>2.08</td>
<td>.67</td>
</tr>
<tr>
<td>Teaching methods and skills</td>
<td>2.58</td>
<td>1.02</td>
</tr>
<tr>
<td>Preparations for teaching</td>
<td>1.94</td>
<td>.81</td>
</tr>
</tbody>
</table>

The study of Table 4.11 indicates no significant difference in the degree of the difficulties in various fields, in the case of the new immigrant teachers who participated in the “Mentoring Project” as compared to the teachers who did not participate in the project.

In order to examine each difficulty specifically, t-tests were conducted for each difficulty separately, as expressed in the statements themselves.

Table 4.12 presents the results of the comparisons (means, standard deviations, and t-test results). Between the teachers who participated in the Teacher Mentoring Project and teachers who did not participate in the project, regarding the degree of difficulty in various fields.
### Table 4.12: Examination of the Difference in the Degree of Difficulties

*Among the New Immigrant Teachers (Participated / Did not Participate in the Mentoring)*

<table>
<thead>
<tr>
<th>Teachers’ Difficulties</th>
<th>no</th>
<th>yes</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Difficulty concerning the language</td>
<td>2.89</td>
<td>1.13</td>
<td>3.15</td>
</tr>
<tr>
<td>Familiarity with the school’s procedures</td>
<td>2.28</td>
<td>1.15</td>
<td>2.10</td>
</tr>
<tr>
<td>Integration within the school’s staff and cooperation with the teachers</td>
<td>1.86</td>
<td>.95</td>
<td>2.00</td>
</tr>
<tr>
<td>In the preparation of lesson plans</td>
<td>1.80</td>
<td>.96</td>
<td>2.00</td>
</tr>
<tr>
<td>Organizing the class</td>
<td>2.41</td>
<td>1.04</td>
<td>2.71</td>
</tr>
<tr>
<td>Teaching a heterogeneous class</td>
<td>2.56</td>
<td>1.04</td>
<td>2.65</td>
</tr>
<tr>
<td>Acquiring knowledge you missed in your teaching subject</td>
<td>1.63</td>
<td>.84</td>
<td>1.59</td>
</tr>
<tr>
<td>Handling disciplinary problems</td>
<td>3.15</td>
<td>1.14</td>
<td>3.38</td>
</tr>
<tr>
<td>The adjustment of teaching to varied populations</td>
<td>3.50</td>
<td>1.17</td>
<td>3.94</td>
</tr>
<tr>
<td>Observation of the class and its levels</td>
<td>1.44</td>
<td>.68</td>
<td>1.60</td>
</tr>
<tr>
<td>Evaluation of learning</td>
<td>1.55</td>
<td>.93</td>
<td>2.06</td>
</tr>
<tr>
<td>Handling atypical students</td>
<td>3.02</td>
<td>1.16</td>
<td>3.52</td>
</tr>
<tr>
<td>Application of learning for re-training in the course</td>
<td>1.55</td>
<td>.71</td>
<td>1.40</td>
</tr>
<tr>
<td>Organizing the class</td>
<td>1.66</td>
<td>.90</td>
<td>1.80</td>
</tr>
<tr>
<td>Fulfilling your role as classroom teacher</td>
<td>2.21</td>
<td>1.23</td>
<td>2.50</td>
</tr>
<tr>
<td>In contacts with the parents</td>
<td>2.03</td>
<td>1.08</td>
<td>2.32</td>
</tr>
<tr>
<td>In the organization of the learning environment</td>
<td>2.11</td>
<td>.97</td>
<td>2.00</td>
</tr>
<tr>
<td>In teaching a large class</td>
<td>2.76</td>
<td>2.62</td>
<td>2.17</td>
</tr>
<tr>
<td>In the receiving of guidance, advice and resources from the school</td>
<td>1.90</td>
<td>1.15</td>
<td>1.21</td>
</tr>
<tr>
<td>Adjustment to the teaching methods at the school</td>
<td>1.86</td>
<td>.94</td>
<td>1.85</td>
</tr>
<tr>
<td>Adjustment to the educational outlook the school</td>
<td>1.96</td>
<td>.94</td>
<td>2.11</td>
</tr>
<tr>
<td>Selection of textbooks and teaching aids</td>
<td>1.92</td>
<td>1.10</td>
<td>1.78</td>
</tr>
</tbody>
</table>

* p < .10; ** p < .01

The study of the table indicates that a statistically significant difference was found between the new immigrant teachers who participated in the Mentoring Project and those who did not. The differences were found in the fields of assessment of learning, the acceptance (reception) of instruction, advice and...
resources from the school.

Study of the means reveals that those teachers who participated in the Mentoring Project reported a greater degree of difficulties in the fields of assessing the learning and the treatment of students with special difficulties than teachers who did not. Teachers who participated in the Mentoring Project reported fewer difficulties in the field of the reception of instruction, assistance and resources from the school than those who did not participate in the Mentoring Project.

The Correlation between Mentoring During Absorption and Help/Assistance by the School.

In order to answer the research question: “Will the teachers who participated in the Mentoring Project report a greater measure of assistance received in various fields than those teachers who did not?” a comparison was made between the two groups of teachers (means and standard-deviations). In addition, a t-test was conducted in order for the comparison of independent means.

**Table 4.13: The School’s Support to the New Immigrant Teachers (Participated / did not Participate in the Mentoring Project).**

<table>
<thead>
<tr>
<th>Factors</th>
<th>No</th>
<th>Yes</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>help received/ managing a class</td>
<td>2.62</td>
<td>2.99</td>
<td>-1.5</td>
</tr>
<tr>
<td>help received/adapting to the school</td>
<td>2.83</td>
<td>3.39</td>
<td>2.21*</td>
</tr>
<tr>
<td>help received/personal adaptation difficulties</td>
<td>2.70</td>
<td>3.04</td>
<td>-1.3</td>
</tr>
<tr>
<td>help received/teaching methods and skills</td>
<td>2.55</td>
<td>2.92</td>
<td>-1.5</td>
</tr>
<tr>
<td>help received/preparations for teaching</td>
<td>2.49</td>
<td>2.84</td>
<td>1.3</td>
</tr>
</tbody>
</table>

* p < .10; ** p < .01

The study of table 4.13 indicates that teachers who participated in the Mentoring In Absorption Project were given more support in adapting to the school than teachers who did not participate in the Mentoring Project.
Table 4.14 presents the comparison between the New Immigrant Teachers who were given Mentoring in Absorption and those who weren’t given Mentoring in Absorption, in each of the statements of support.

**Table 4.14: The School’s Assistance to New Immigrant Teachers – According to the Fields of the New Immigrant Teacher’s Difficulties.**

<table>
<thead>
<tr>
<th>The School’s Assistance</th>
<th>No</th>
<th>Yes</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty concerning the language</td>
<td></td>
<td></td>
<td>3.11</td>
<td>1.11</td>
<td>3.82</td>
<td>1.01</td>
<td>2.45**</td>
</tr>
<tr>
<td>Familiarity with the school’s procedures</td>
<td></td>
<td></td>
<td>3.05</td>
<td>1.21</td>
<td>4.00</td>
<td>1.00</td>
<td>3.19**</td>
</tr>
<tr>
<td>Integration within the school’s staff and cooperation with the teachers</td>
<td></td>
<td></td>
<td>2.87</td>
<td>1.30</td>
<td>3.61</td>
<td>1.38</td>
<td>-2.16*</td>
</tr>
<tr>
<td>In the preparation of lesson plans</td>
<td></td>
<td></td>
<td>2.65</td>
<td>1.32</td>
<td>3.11</td>
<td>1.28</td>
<td>-1.32</td>
</tr>
<tr>
<td>Organizing the class</td>
<td></td>
<td></td>
<td>2.80</td>
<td>1.22</td>
<td>3.22</td>
<td>.94</td>
<td>-1.37</td>
</tr>
<tr>
<td>Teaching a heterogeneous class</td>
<td></td>
<td></td>
<td>2.71</td>
<td>1.27</td>
<td>3.00</td>
<td>1.08</td>
<td>-.76</td>
</tr>
<tr>
<td>Acquiring knowledge you missed in your teaching subject</td>
<td></td>
<td></td>
<td>2.67</td>
<td>1.27</td>
<td>2.58</td>
<td>1.38</td>
<td>.20</td>
</tr>
<tr>
<td>Handling disciplinary problems</td>
<td></td>
<td></td>
<td>2.94</td>
<td>1.13</td>
<td>3.47</td>
<td>.84</td>
<td>-1.94*</td>
</tr>
<tr>
<td>The adjustment of teaching to varied populations</td>
<td></td>
<td></td>
<td>2.69</td>
<td>1.00</td>
<td>3.19</td>
<td>.66</td>
<td>-1.89+</td>
</tr>
<tr>
<td>Observation of the class and its levels</td>
<td></td>
<td></td>
<td>2.05</td>
<td>1.21</td>
<td>2.23</td>
<td>1.36</td>
<td>-.48</td>
</tr>
<tr>
<td>Evaluation of learning</td>
<td></td>
<td></td>
<td>2.33</td>
<td>1.43</td>
<td>3.00</td>
<td>1.18</td>
<td>-1.60</td>
</tr>
<tr>
<td>Handling atypical students</td>
<td></td>
<td></td>
<td>2.78</td>
<td>1.14</td>
<td>3.24</td>
<td>.66</td>
<td>-1.61</td>
</tr>
<tr>
<td>Application of learning for re-training in the course</td>
<td></td>
<td></td>
<td>2.38</td>
<td>1.31</td>
<td>2.21</td>
<td>1.25</td>
<td>.42</td>
</tr>
<tr>
<td>Organizing the class</td>
<td></td>
<td></td>
<td>1.93</td>
<td>1.19</td>
<td>2.14</td>
<td>1.23</td>
<td>-.59</td>
</tr>
<tr>
<td>Fulfilling your role as classroom teacher</td>
<td></td>
<td></td>
<td>2.71</td>
<td>1.59</td>
<td>2.40</td>
<td>1.67</td>
<td>.37</td>
</tr>
<tr>
<td>Applying of teaching methods</td>
<td></td>
<td></td>
<td>2.40</td>
<td>1.21</td>
<td>2.38</td>
<td>1.33</td>
<td>.05</td>
</tr>
<tr>
<td>In contacts with the parents</td>
<td></td>
<td></td>
<td>2.39</td>
<td>1.36</td>
<td>2.88</td>
<td>1.15</td>
<td>-1.32</td>
</tr>
<tr>
<td>In the organization of the learning environment</td>
<td></td>
<td></td>
<td>2.31</td>
<td>1.23</td>
<td>2.53</td>
<td>1.12</td>
<td>-.67</td>
</tr>
<tr>
<td>In teaching a large class</td>
<td></td>
<td></td>
<td>2.17</td>
<td>1.14</td>
<td>2.75</td>
<td>1.18</td>
<td>-1.82+</td>
</tr>
<tr>
<td>In the receiving of guidance, advice and resources from the school.</td>
<td></td>
<td></td>
<td>2.95</td>
<td>1.35</td>
<td>3.29</td>
<td>1.57</td>
<td>-.93</td>
</tr>
<tr>
<td>Adjustment to the teaching methods at the school</td>
<td></td>
<td></td>
<td>2.60</td>
<td>1.26</td>
<td>2.82</td>
<td>1.19</td>
<td>-.67</td>
</tr>
<tr>
<td>Adjustment to the educational outlook the school</td>
<td></td>
<td></td>
<td>2.57</td>
<td>1.15</td>
<td>3.06</td>
<td>1.24</td>
<td>-1.51</td>
</tr>
<tr>
<td>Selection of textbooks and teaching aids</td>
<td></td>
<td></td>
<td>2.53</td>
<td>1.40</td>
<td>2.73</td>
<td>1.22</td>
<td>-5.2</td>
</tr>
</tbody>
</table>

+ p < .10; *p < .05; ** p < .01

The table indicates that teachers who participated in the Mentoring in Absorption Project report a greater measure of assistance which they received, concerning language, familiarization with the school’s procedures, integration within the staff at the school, dealing with disciplinary problems, the adaptation of the
teaching to the different populations, and also teaching in a populated class.

The Correlation between the Intensity of the Difficulty, the Degree of Assistance and the Participation in the Mentoring Project.

In order to answer the question of whether there was an accord between the teachers’ degree of difficulty and the assistance they were given, and also whether the accord between the difficulty and assistance differ in the group of teachers who participated in the Mentoring, compared with the group of teachers who did not participate in the Mentoring Project, paired t-tests were conducted, which compare the degree of support and the degree of difficulty in that field, in each group separately: the mentored group compared with the group which wasn’t mentored. Table 4.15 and Diagrams 4.11 and 4.12 present means, standard deviations and t-test results, in order to compare between difficulties and support within each of the groups in the research.
Study of the table indicates that the assistance is greater than the degree of difficulties concerning adaptation to the school, personal adaptation, and also planning and performing the teaching. The differences are statistically significant within the group that received mentoring and the group that did not receive mentoring.
Diagram 4.11: The Conception of the Degree of the New Immigrant Teachers’ Difficulties and the Support Received by them. (Participated in the Mentoring Project).

Diagram 4.12: The Conception of the Degree of the New Immigrant Teachers’ Difficulties and the Support Received by them. (Did not participate in the Mentoring Project).
Study of Diagram 4.11 and 4.12 indicates that the teachers who participated in the Mentoring Project report a higher degree of assistance than the degree of the difficulty, in the field of personal-professional adaptation, adaptation to the school, teaching methods and skills, and also in the planning and performance of the teaching. The teachers who did not participate in the Mentoring Project also report a greater measure of assistance than the degree of the difficulty.

The Feeling of Integration and Contentment with the Integration among the Teachers who received Mentoring

In order to examine the degree of the new immigrant teachers' contentment with their integration, the contentment grading means were examined (means, standard deviations, and t-test results for the comparison of means), the differences between the teachers who participated in the Mentoring Project and those who did not participate in the Mentoring Project were also examined, from the aspect of their contentment.

The examination of the means of the grading of contentment indicated a feeling of contentment and the perception of the school atmosphere as being means and above (grading means 3.37, 3.48 in accordance).

Table 4.16: Contentment with the Integration Affected by the Mentoring Project in Absorption.

<table>
<thead>
<tr>
<th>Participating in the Mentoring Project</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you content with your integration in the school?</td>
<td>3.23</td>
<td>3.76</td>
</tr>
<tr>
<td>In your opinion, is the atmosphere in the school favorable for the absorption of a new immigrant teacher?</td>
<td>1.23</td>
<td>1.09</td>
</tr>
<tr>
<td>In your opinion, is the atmosphere in the school favorable for the absorption of a new immigrant teacher?</td>
<td>3.81</td>
<td>3.48</td>
</tr>
<tr>
<td>Are you content with your integration in the school?</td>
<td>1.15</td>
<td>1.8*</td>
</tr>
<tr>
<td>Are you content with your integration in the school?</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td>Are you content with your integration in the school?</td>
<td>98</td>
<td>90</td>
</tr>
</tbody>
</table>

* p < .09

It is possible to understand from Table 4.16, that those teachers who participated in the Mentoring Project report a higher degree of assistance than the degree of the difficulty, in the field of personal-professional adaptation, adaptation to the school, teaching methods and skills, and also in the planning and performance of the teaching. The teachers who did not participate in the Mentoring Project also report a greater measure of assistance than the degree of the difficulty.
in the Mentoring Project expressed a greater measure of contentment than the teachers who did not, both from the aspect of their satisfaction and from the manner of their perception of the school atmosphere.

The Correlation between Participation in the Mentoring Project and the Decision to Continue Teaching

In order to examine the question of whether a connection will be found between the participation in the Mentoring Project and the decision to continue teaching, a check-up was made by means of the Chi Square coefficient, between mentoring and the question: “Do you want to continue to teach next year?” The examination of the distribution of answers to this question indicated that all the teachers except one want to continue teaching during the next year. Therefore a statistical comparison for the purpose of examining the hypothesis was impossible.

This hypothesis was also tested by means of the question: “Do you see yourself as a teacher in five years time?” The distribution of answers indicated that only 9 teachers (10%) belonging to the group of teachers who did not receive mentoring had not decided (one of them marked “no”) whether they will be teachers in five years time, or not. As to the teachers who were mentored, all noted that they see themselves as teachers in five years time.

The Main Factor for the New Immigrant Teacher’s Integration Within the School

In order to answer the third research question: “What factor affects most the new immigrant teacher’s feeling of integration within the school, the participation in the Mentoring Project or the school’s support, tests by means of regression were made, when the predictors were the Mentoring Project and the school’s support (the measure of support you were given by the school).
Table 4.17: The Result of the Regression Analysis for the Prediction of Teacher’s Integration, by means of Mentoring in Absorption and by the Means of Assistance by the School: Standardized Regression Coefficients and Statistical Significance.

<table>
<thead>
<tr>
<th>Predictors</th>
<th>is the atmosphere in the school favorable for the absorption of a new immigrant teacher? (β)</th>
<th>what degree have you formed ties with other teachers at the school (β)</th>
<th>predictors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.08</td>
<td>0.16</td>
<td>Participating in the Mentoring Project</td>
</tr>
<tr>
<td></td>
<td>0.41***</td>
<td>0.33**</td>
<td>Help given/school support</td>
</tr>
<tr>
<td></td>
<td>0.185</td>
<td>0.16</td>
<td>R square</td>
</tr>
</tbody>
</table>

**p < .01; ***p < .001

The regression results indicate, that the main indicators which affect the teacher’s feeling of integration is the assistance received from the school. Mentoring does not significantly affect the Significant of “connections with teachers at the school”, or the degree of feeling that the school atmosphere is positive regarding the absorption of a new immigrant teacher.

4. Attitudes to the Teaching Profession

The teachers were asked, in this section of the questionnaire, about their attitudes to the profession of teaching with the aim of answering the fourth research question:

“How does the new immigrant teacher define his attitude to Education and Teaching, and to what degree does the definition fit the definitions which are common in Israel?”

- What is the new immigrant teacher’s professional image?
- What attitudes (conservative or progressive) do they express?
- Is there a connection between the self-image and the will to continue in education, and the feeling of burnout?
The New Immigrant Teacher’s Perception of the Attitudes To Teaching and Education

The questionnaire included statements according to the division to four focal topics: burnout, professional self-image, progressive educational approach, and conservative educational approach. Table 4.18 presents the means of the teachers’ attitudes to all the statements.

**Table 4.18: The Means of the Teachers’ Attitudes to Teaching and Education.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>V4.1 In a modern class, the teacher should be granted greater authority.</td>
<td>3.94</td>
</tr>
<tr>
<td>V4.2 During the learning process, the student should be granted more responsibility.</td>
<td>4.04</td>
</tr>
<tr>
<td>V4.3 Children need more authority and discipline than is customary nowadays</td>
<td>4.44</td>
</tr>
<tr>
<td>V4.4 Goals such as: “education for democracy”; “education of the whole child”; “education for life” – are pretty words that are meant to cover up the failure of modern education.</td>
<td>3.21</td>
</tr>
<tr>
<td>V4.5 The teacher has to remember, that children must be forced to study.</td>
<td>3.02</td>
</tr>
<tr>
<td>V4.6 Teachers should be free to teach that which they believe is right.</td>
<td>3.30</td>
</tr>
<tr>
<td>V4.7 The students should respect teachers, if only because they are teachers.</td>
<td>4.46</td>
</tr>
<tr>
<td>V4.8 An atmosphere of freedom should be created in the school, in order to encourage initiative and creativity.</td>
<td>3.87</td>
</tr>
<tr>
<td>V4.9 It’s good, if both teachers and students experience democratic human relations within school life.</td>
<td>3.28</td>
</tr>
<tr>
<td>V4.10 I value the student’s involvement in the subject learned more than the amount of material leaned.</td>
<td>3.92</td>
</tr>
<tr>
<td>V4.11 Ultimately, students will be losers, if the teacher attempts to be their friend.</td>
<td>2.91</td>
</tr>
<tr>
<td>V4.12 The school puts too much stress on study subjects, and too little on discussions and activities involving the students</td>
<td>2.75</td>
</tr>
<tr>
<td>V4.13 It’s important to me to be a teacher.</td>
<td>4.42</td>
</tr>
<tr>
<td>V4.14 I find it pleasant to introduce myself as a teacher.</td>
<td>4.05</td>
</tr>
<tr>
<td>V4.15 I enjoy thinking about my work.</td>
<td>4.03</td>
</tr>
<tr>
<td>V4.16 For me, teaching is a mission.</td>
<td>4.30</td>
</tr>
<tr>
<td>V4.17 My work contributes to my personal development.</td>
<td>4.10</td>
</tr>
<tr>
<td>V4.18 I'm happy with my working conditions.</td>
<td>3.13</td>
</tr>
<tr>
<td>V4.19 I’m content that I chose the teaching profession.</td>
<td>4.04</td>
</tr>
<tr>
<td>Statement</td>
<td>Mean</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V4.20 Teaching tires me.</td>
<td>2.39</td>
</tr>
<tr>
<td>V4.21 I’m considering stopping teaching.</td>
<td>1.71</td>
</tr>
<tr>
<td>V4.22 As a teacher, I find it important to constantly study and develop.</td>
<td>4.55</td>
</tr>
<tr>
<td>V4.23 I have discovered that the teacher’s status is low.</td>
<td>3.04</td>
</tr>
<tr>
<td>V4.24 For a woman, teaching is very convenient.</td>
<td>3.55</td>
</tr>
<tr>
<td>V4.25 Teaching requires responsibility and many additional working hours outside the classroom</td>
<td>4.45</td>
</tr>
<tr>
<td>V4.26 I’m considering professional retraining.</td>
<td>1.69</td>
</tr>
<tr>
<td>V4.27 Advancement through the rungs of the profession of teaching is detrimental to the woman’s role within the family.</td>
<td>2.66</td>
</tr>
<tr>
<td>V4.28 Embarking upon the profession of teaching is more difficult than in other professions, such as: medicine, social work, psychology, etc</td>
<td>2.99</td>
</tr>
<tr>
<td>V4.29 Teaching is a profession that can be pursued for many years.</td>
<td>3.81</td>
</tr>
<tr>
<td>V4.30 There are opportunities for advancement in teaching.</td>
<td>3.25</td>
</tr>
<tr>
<td>V4.31 Teaching – is a profession with a satisfactory income.</td>
<td>2.65</td>
</tr>
<tr>
<td>V4.32 I derive great satisfaction from the profession of teaching.</td>
<td>3.90</td>
</tr>
</tbody>
</table>

The table indicates that the most prominent approaches in their level are the importance of learning and developing all the time (statement 22), the need for the students to respect the teachers even only because they are teachers (statement 7), the concept that the work of teaching requires responsibility and many work hours beyond those spent in the classroom (statement 25), and the concept that students require more authority and discipline than is customary nowadays (statement 3).

The new immigrant teachers’ attitudes concerning education and teaching were also examined according to the following four categories: burnout, professional self-image, progressive educational approach, and a conservative educational approach. This examination findings are presented within Table 4.19.
Table 4.19 The New Immigrant Teachers’ Attitudes to the Profession of Teaching, According to the Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>1.97</td>
<td>.95</td>
</tr>
<tr>
<td>Professional-self esteem</td>
<td>3.92</td>
<td>.61</td>
</tr>
<tr>
<td>Progressive-Educational attitudes</td>
<td>3.54</td>
<td>.58</td>
</tr>
<tr>
<td>Conservative -educational attitudes</td>
<td>3.63</td>
<td>.60</td>
</tr>
</tbody>
</table>

The means of statements of each of the categories, separately presented Diagrams 4.13 –4.16

Diagram 4.13 The New Immigrant Teachers’ Attitudes to the Profession of Teaching, according to the burnout category.

It may be observed, that the most conspicuous component within the field of burnout is “the work of teaching tires me out”. Despite this, the grading of the statements concerning professional re-training or the cessation of teaching is low.
Diagram 4.14 The New Immigrant Teachers’ Attitudes to the Profession of Teaching, According to the Professional Self-Image Category.

- I derive great satisfaction from the profession of teaching: 3.90
- Teaching is a profession with a satisfactory income: 2.65
- There are opportunities for advancement in teaching: 3.25
- Teaching is a profession that can be pursued for many years: 3.81
- It contributes to my personal development: 4.45
- Content that I chose the teaching profession: 3.55
- Important to constantly study and develop: 4.55
- For a woman, teaching is very convenient: 3.90
- Important to me to be a teacher: 4.20
- Teaching is a profession with a satisfactory income: 3.30
- Enjoy thinking about my work: 4.03
- Find it pleasant to introduce myself as a teacher: 4.05
- There are opportunities for advancement in teaching: 3.55
Diagram 4.15 The New Immigrant Teachers’ Attitudes to the Profession of Teaching, According to the Progressive Educational Approach Category.

- too much stress on study subjects, and too little on discussions and activities involving
  - Mean: 2.75

- involvement in the subject learned more than the amount of material learned
  - Mean: 3.92

- teachers and pupils experience democratic human relations
  - Mean: 3.28

- An atmosphere of freedom should be created in the school, in order to encourage initiative and creativity
  - Mean: 3.87

- free to teach that which they believe is right
  - Mean: 3.30

- During the learning process, the pupil should be granted more responsibility
  - Mean: 4.04

Diagram 4.16 The New Immigrant Teachers’ Attitudes to the Profession of Teaching According to the Conservative Educational Approach Category.

- Children need more authority and discipline than is customary nowadays
  - Mean: 4.44

- “education for democracy”, “education of the whole child”, “education for life” – are pretty words that are meant to cover up the failure of modern education
  - Mean: 3.21

- The teacher has to remember that children must be forced to study
  - Mean: 3.02

- The pupils should respect teachers, if only because they are teachers
  - Mean: 4.46

- Ultimately, pupils will be losers, if the teacher attempts to be their friend
  - Mean: 2.91
In addition, the difference between the means of conservative attitudes and the means of the progressive attitudes was examined, by means of a paired t-test. The results indicated that the difference between the conservative attitudes and the progressive attitudes isn’t statistically significant. \((t= 1.4, p> 10)\). From this we may understand that new immigrant teachers posses the same measure of progressive and conservative attitudes.

The Correlation Between the Self Image and the Wish to Continue Teaching, and the Feeling of Burnout.

In order to answer the question: “Is there a correlation between the new immigrant teacher’s self image, his wish to continue teaching, and the feeling of burnout” Pearson correlation coefficients were calculated, in which the linear connection between the self image and the teacher’s sensation of burnout, as well as the correlation between the self image and the wish to continue teaching were found.

Table 4.20: The Correlation Between the Professional Self-Image, the Wish to Continue Teaching, and the Feeling of Burnout.

<table>
<thead>
<tr>
<th></th>
<th>Self professional esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>-.66***</td>
</tr>
<tr>
<td>Do you envision yourself as a teacher in five years time?</td>
<td>.36***</td>
</tr>
<tr>
<td>I’m considering professional retraining</td>
<td>-.23**</td>
</tr>
</tbody>
</table>

**\(p < .01\); *** \(p < .001\)

Study of table 4.20 indicates, that the teacher’s self-professional image is correlated to burnout, and to his perception of himself as a teacher in five years time. A weaker correlation was found between the professional self-image and the wish to re-train.
The correlation shows that as the level of burnout rise; the teacher’s professional self-image deteriorates. \( r = -0.66, p < 0.001 \). Also, the higher the teacher’s professional self-image, the more he believes that he will be a teacher in five years time. \( r = 0.36, p < 0.01 \).

The lower the teacher’s professional self-image descends, the more interested he is in professional re-training. \( r = -0.23, p < 0.01 \)

The Correlation between the New Immigrant Teachers’ Difficulties during the First Years of Teaching in Israel, and Their Attitudes to the Subject They Teach

A further question was examined within the framework of the present research. This question is whether the new immigrant teacher’s attitude to the study subject is connected to the difficulties he experiences during the first few years of teaching in Israel. In order to answer this question, Pearson correlation coefficients were calculated.

**Table 4.21 The Correlation Between New Immigrant Teachers’ Difficulties in Teaching and their Attitudes to Teaching: Pearson correlation coefficients**

<table>
<thead>
<tr>
<th>Categories of difficulties</th>
<th>managing a class</th>
<th>adapting to the school</th>
<th>personal adaptation difficulties</th>
<th>teaching methods and skills</th>
<th>preparations for teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>( 0.38*** )</td>
<td>( 0.17 )</td>
<td>( 0.15 )</td>
<td>( 0.27** )</td>
<td>( 0.24** )</td>
</tr>
<tr>
<td>Professional-self esteem</td>
<td>( -0.28** )</td>
<td>( -0.11 )</td>
<td>( -0.11 )</td>
<td>( -0.18 )</td>
<td>( -0.10 )</td>
</tr>
<tr>
<td>Progressive-Educational attitudes</td>
<td>( -0.04 )</td>
<td>( 0.03 )</td>
<td>( 0.09 )</td>
<td>( -0.01 )</td>
<td>( 0.08 )</td>
</tr>
<tr>
<td>Conservative - educational attitudes</td>
<td>( 0.18 )</td>
<td>( 0.00 )</td>
<td>( 0.22* )</td>
<td>( 0.24** )</td>
<td>( 0.00 )</td>
</tr>
</tbody>
</table>

*\( p < 0.05 \); **\( p < 0.01 \); ***\( p < 0.001 \)

Study of the table indicates that that there is a significant linear relation between burnout, the difficulties in managing a class, difficulties in teaching skills and methods, and difficulties in planning and performing the teaching.

The more difficulties a teacher has in managing a class, in teaching skills and methods, and difficulties in planning and performing the teaching, the higher his level of burnout. (The Correlation does not indicate causality- it is possible that it
is the burnout which affects the difficulties- the person who is more burnt out, finds things more difficult).
It was also found that the more difficulties a teacher has in managing a class, his professional self-image declines more. The more conservative a teacher’s educational attitude, the more difficult it is for him to plan and perform the teaching, and he also has more difficulties in his personal adaptation.
This chapter introduces the original stories of 3 new immigrant teachers that participated in the research. The reason for doing it is the wish to acquaint the reader with several characters as a part of the whole research. According to the chapter where the methods of the research were explained, the analysis of the qualitative data has been done on three levels: the category of statements, the category of episodes and the category of the new immigrant teachers’ full stories. Because of the fact that the findings deal mostly with the first two levels of analysis, the aim of this chapter is to enable the reader to have a general idea of some of the participants of the research.

In addition to new immigrant teachers’ quotations, the presentation of the cases includes a narrative attitude (Connelly and Clandinin, 1996), which combines the researcher’s impressions of the participants’ accounts as a part of the analyzed material.

It is necessary to note that all the interviews were held in Russian (in order to allow the new immigrant teachers express themselves fully). The researcher has done the translation, and all the demographic details (names, places, etc.) were changed for reasons of privacy.

**Lili: “To educate, to teach – this is what I can do”**.

Lily teaches new immigrant pupils (Ulpan class) in a big high junior school in the Galilee. She is a good-looking woman, in her forties, with a gentle smile and attentive eyes. Lily invited me to her apartment in a small settlement in the Haifa Bay.

We were sitting and talking in a nice room overlooking the sea. She lives with her 17 years old daughter and an elderly mother. However, Lily is the only breadwinner in the family. Lily tells:
“To educate, to teach - this is what I could do and I had done before I came to Israel. So it was natural that I wanted to be a teacher in Israel as well. I had tried different jobs on my long way before I made a decision to return to something I could do the best.

In the beginning, I didn’t believe at all that I would succeed in integrating, because I knew that my professional - teaching Russian language and literature wouldn’t be relevant in Israel. I also didn’t study at a course for immigrant teachers because no such course was organized for those who taught Russian…”

Lily tells of sleepless nights when she learnt Hebrew in the Ulpan. Then she transferred to another Ulpan for Academic professionals, where they learnt professional Hebrew. She tells how she applied to the Ministry of Education and was told that they had no need for teachers of Russian, how she decided to work as a security person in a shopping mall and was pleased, because they had only accepted young people to do this work.

Days passed, and the temporary job lasted almost a year. There were no courses for her to change her profession, and no change could be seen in her future. This is where our paths crossed. On the one hand, there was one school that absorbed a large number of immigrant students and was looking for a teacher for an immigrants’ class, to teach them beginners’ Hebrew, all that on an external budget to that of the school. On the other hand, such a teacher could only be a new immigrant (due to the special budget issue). I recommended Lily, and she started teaching three years ago.

Lily is trying to define the problem she was facing:

At the moment I came to Israel I felt that the language was the main problem. Therefore, I had to overcome the language barrier as quickly as possible, to “conquer” the language…”
Different stages of “Ulpan”– the level of beginners and then an advanced one – gave me the basic knowledge, but it was still too far from the level at which I could start dreaming about school.

“I am confident, and my personal experience has proven that only ‘deep diving’ into Hebrew enables a person to learn the language, to feel it as his / her own one, as the mother tongue.”

Lily was intimidated during her first encounter with the school, but she was motivated to succeed.

“I remember my meeting with the Israeli school as if it happened yesterday or the day before yesterday. All the time I kept the same thought in my mind: ‘Will I be able to survive in this crazy pace?’

To tell the truth, I was awfully scared. Would I succeed there? Would I know “how” and “what”, would I be accepted by my new colleagues, the management, the principal, and the most important: how would my students accept me?

There is no doubt that if you have some teaching experience, it is easier for you to solve all these problems. However, the “Russian” and the Israeli schools differ greatly and so do their structures.”

In order to succeed in teaching, teachers have to adapt to the conditions of the school. Lily presented her personal view on the subject:

“Good relationships between students and teachers may or may not be created from the very first lesson, from the very first meeting. An authoritative teacher, an expert who knows the material and is not isolated within its limits, a teacher who can manage the students’ behavior has a greater chance to succeed during his first meeting with the class.

However, this is an ideal situation, and what about real life? Who among us, new immigrant teachers, can declare himself or herself a perfect teacher? And not only perfect, it should be a teacher who meets all the requirements of the Israeli educational system.
I have learned from my personal experience that it is not enough to be “just” a good teacher who matches the educational system. No, there is something much more important – you must be a “super – teacher”. To be such a teacher is one of a few ways to the students’ hearts.

Of course, one may say that these are “just words”, that the same things may be told about every profession, in every country in the world. However, I think that my ambition helped me in many things. To “flow” together with the new society – it may be painless only in some cases, especially in the Israeli society. The same idea applies to a school staff where one can immediately recognize those who were born here (“Sabras”), those who have lived here for a long time (“vatikim”) and new immigrants (“olim”). So, becoming a part of the staff is a prolonged and a difficult process, and not always a pleasant one.

I had many more difficulties; I had to “fascinate” and to “conquer” the class and my variegated colleagues.”

Lily stressed the change in attitude towards her as an immigrant teacher on the part of the students and the teachers.

“I quickly succeeded in finding a common language with the class with the help of my previous experience. Children are children everywhere, and my principle to take into consideration first and foremost the personality was in my favor in Israel, too.

In contrast to this, my relationships with the staff developed gradually. I don’t know whether I was lucky or not to have found myself in the staff where a lot of teachers were new immigrants, some teachers were “vatikim” and some were “Sabras”. 
They met me with indifference, made me feel “You are here - it’s O.K, your are not here - it’s even better”. Just at this stage I told myself: “I have to prove not only to myself, but to everybody that I also (and Lily puts a special stress on words “I also”) know something and is capable of doing something and I am worth something.

I don’t think that I exaggerate when I say that every new immigrant teacher has the only aim - to hold on and to survive. I wanted more - I wanted to integrate to “flow together”.

To my regret, my personal story - a confession about my integration, is not an especially cheerful one. There were more thorns than roses on my way, but still, there were some roses, too.

I had to cope with all the difficulties by myself and to learn from my own bitter experience and from my own mistakes. In fact, in Israel in the beginning of their career, new immigrant teachers are left to the mercy of fate. Nobody assists them or instructs them in their work. They hover between different stages of their life - one they have already cut off and to the other where they don’t belong yet.”

One of the hardest problems for her to handle was the fact that the instructions were not clear, and the lack of interest and council that she got from the system and hoped to get. These forced her to cope with difficult problems on her own.

“The teacher who was responsible for me was the new immigrant students’ absorption coordinator who was also responsible for the school building. During my first days at school I was sent to classes to observe lessons and after a while I stated teaching.

I was impressed by the fact that the Ministry of Education gives only general directions in school subjects and afterwards every teacher plans his / her lessons, decides which methods to use in teaching new material, when and for how long to revise the material already learned, when and how to test the students.
To tell the truth, since I started teaching no one has ever shown any interest in my general teaching strategies or my lesson plans. Anyway, not much is left here, of what we were accustomed to do in Russia. Sometimes they checked the worksheets that I had prepared, but not in order to assess me, or the material I taught, but because I had to get permission to photocopy the worksheets. Approximately once a year a coordinator from the Ministry of Education came to school, but at our meetings she only asked me about the problems I had to cope with and not always could she help me solve them. Therefore, I had to solve my problems by myself.”

At the end of our conversation Lily stressed that the rough picture she had presented stemmed from her desire to be as honest as possible and expose all of her feelings in her first steps at school. Nevertheless, it was also important to her to tell that currently she is highly appreciated and supported by the staff and the principal.

Larisa: “I grew up surrounded by books. There were always volumes of Pushkin or Chehov on my table”.

I am a full partner in Larisa’s absorption. Before we met for this interview, she had asked me whether I would be interested to hear her story again. I explained to her that the purpose of our talk was the research, although I think it is difficult to discriminate between my participation in new immigrant teachers’ life – stories and the needs for the research or as a part of my position in the Ministry of Education.

Larissa decided to start her narration with her past without me asking her to do so. I was glad about such a decision because I also thought that period of her life was important for the whole story.
“My student years, my first teaching experiences, physical and intellectual maturity took place in central Russia in the Northern Urals that even nowadays is called 'the central pillar of Russian's power'.

I grew up in a literary environment. Books always surrounded me and my mother's lesson plans. She was a literature teacher and taught at school all her life. There were always books of Russian writers and poets - Pushkin or Chekhov - as well as newspapers on the desk in our apartment... we had a huge library. That influenced my choice of my future profession - a teacher of Russian language and literature.

In 1981 I started my studies at the Philological faculty of Cheliabinsk University. The population of the Cheliabinsk, and industrial and economical center, was about 1.5 million. At that time, a new university opened there. That event opened new perspectives, the new educational institution attracted new scientists from older universities, such as universities of Novosibirsk and Sverdlovscck that were remarkable scientific centers, well known not only in Russia, but also far beyond its borders.

The time of studies was a new and a very interesting stage in my life. I was only 17 years old when I finished school (with a golden medal but with a faulty record in my identity card: Jewish.)

The atmosphere in the university was creative and democratic although the situation in the country was about to change and one could feel the coming changes in the air.”

However, Larissa’s entry into the profession was a decline for her.

“It should be taken into consideration, that after 5 years of studies and getting a diploma, each graduate had to start working in the places he was sent to, and his special qualities and priorities were not taken into account. The same was with me, and I found myself in an outlying district of the Urals, in Konevsk, the town of coal power stations. It was there that I fought my
first battles in the field of education. School life in that small town had nothing in common with the life of an intellectual elite of the university, but there I really felt that I was a teacher.

For a year I taught Russian language and literature in junior high school with 40 students in class who didn’t belong to the high society and I also was a class teacher in the 6th grade.

In some years, after I had got some teaching experience, I started working in a big school where I got a full-time job as a literature and a class teacher.

This was the routine of my life - the life of a teacher in the educational system of Russia, where I managed to teach in all classes of a junior high and senior high school and also to prepare students for their matriculation exams.

It was a great honor for me to do such a job because it was usually the responsibility of the best educators. I often recollect those days...."

It was obvious that Larissa got very excited when she remembered the beginning, especially when she talked of the reality she encountered when she came to Israel. She stopped for a moment and then went back to her “Israeli story”

“So, I had taught in Russia for 7 years and in 1995 I came to Israel. I would like to emphasize that before I immigrated to Israel I had already been acquainted with the country. I had spent a month at my sister’s in Tiberias and I was interested in everything concerning the educational system of Israel. I understood that my profession - teaching Russian language and literature - made people smile and yet I knew that there were plans to bring Russian into Israeli education as the second foreign language. I was also aware of the fact that quite a number of parents who knew Russian wanted their children to know it too. And indeed, in 1995 Russian literature and language became a part of matriculation exams in several schools. That’s why the books for teaching Russian as a foreign language and different dictionaries were the most
important things that I brought to Israel. They helped me greatly here, in Israel in my educational job.”

Larissa tells about her first steps (and adds details that were unknown to me, like the details about the Immigrant Teachers’ Organisation) and about her difficulties in entering the education system.

"Of course, everything started in Israel not with school. For a year I learned Hebrew in Ulpan – stage “a” and stage “b”.

In 1996 started the process of formation of the Union of New Immigrant Teachers, the process in which the Ministry of Education participated actively. Evening schools of “Shiton” network opened their doors. They still exist, but today they are not as busy as in those years. Such a school opened in Tiberias as well (it should be properly called a “student hobby club”), so I taught there for one year and that is where I got my first salary in Israel. At the same time, I started my studies in the Oranim College in the framework of a preparatory program for foreign students.

The studies were difficult both because of a very busy schedule (eight daily hours of studies) and because of the price (which was equal to the cost of one year of university studies). However, the most difficult thing was a psychological burden (after one year in Israel I had to study the Bible, History and Hebrew on a very high level).”

After many efforts to integrate in the education system, she finally got the desired job.

"At the same time, I made efforts not to neglect the Russian language. I gave private lessons to children of “Russian” families. After “Shiton”, I taught at evening courses in a community center in Tiberias."
During that period I made constant efforts to meet headmasters of ‘real’ schools because I knew that they absorbed many new immigrant students from Russia. I succeeded in meeting one headmaster and one inspector, but to no avail: they didn’t reject me, but they didn’t give me any job either.

At that time people in Tiberias already knew me rather well. The parents talked to the headmaster and expressed their hope that the Russian language would become a part of the schedule. I also applied to the New Immigrant Teachers department of the Ministry of Education. The inspector in charge of new immigrant teachers (that is you, Einat) explained to me that I could get a part time job if the school were interested in employing me. In that way, I started working in a “real” school and integrated in a ‘real’ educational system. It was not easy - ‘to integrate’, to be ‘one of the staff’, but I made great efforts. Although I taught only 6 hours a week, I participated in all meetings, helped the school counselor in her work with Russian immigrant students, and not only with them.

When class teachers asked me, I called the students’ homes and explained different things to their parents in Russian. So, I did everything I could to help people. I felt wonderful, I felt that I was helpful and people needed me, I didn’t work only 6 hours, perhaps I worked 26 hours a week.”

During Larissa’s story, I remembered her case. She had (and so did I as an inspector) numerous expectations from the school management, hoping that they would appreciate her endless contribution as well as her ability and professionalism. In practice her disappointment was great.

“However, in the end of the school year the headmistress told me that there would be no teaching hours for me at school.

Only special hours for immigrant teachers that the Ministry of Education distributed could save me. I was awfully disappointed...
With the help of the inspector in charge of new immigrant teachers I started in another senior high school, where they decided to start teaching Russian, and only there did I understand what the advantages and disadvantages of teaching in Israel were.

I was surprised that both my profession and I were not welcome. The Arabic caused me a traumatic experience by saying that thinking that Russian is as important as Arabic was an apparent "oversight". The director of studies declared in an imperative tone that there would never be a permanent classroom for teaching Russian in school. I spent a lot of time roaming with my pupils and looking for an empty classroom or a free chair. But the most distressing thing was that the group of my students did not consist of immigrants from Russia, but of pupils with behavior and learning problems. Most of them didn't know a word in Russian and didn't show any interest in learning the language. For them, it was a way to escape learning French or Arabic.”

Then Larissa went on to tell about her crisis, but also about the hope ahead.

"I spent my second year in such working conditions. After it I felt fatigue and emptiness. Probably, I wasn't strong enough to withstand all these difficulties, but in spite of all the problems, I wanted to continue teaching. I also understood that I had to change the subject I taught. And again, the inspector in charge of immigrant teachers lent me a hand. Her recommendation was to study at a faculty of special education in a Teachers Training college. They had a two-year retraining course in special education for teachers from comprehensive schools. It was difficult to be accepted to that course, and it was difficult to study there. I was the only new immigrant among the students. But this year I have successfully finished the course while teaching Russian at school and I also started working as a special education teacher in my school."
This interview presents Larissa’s high levels of motivation to succeed in her work, the great efforts that she made, and there is no wonder that this conversation ended with a hopeful saying:

“I see my new profession and my new future in special education, and I hope that it will prove itself in time to come.”

Irena: “If such a genius writer as Lev Tolstoy taught in a primary school, why is it forbidden for me, with my M.A. degree?”

I met Irena, a tall and energetic woman, three years ago when I found out that the school headmistress had decided to fire her and two other new immigrant teachers. I applied to the teachers and to the headmistress in order to clear up the question and discovered fascinating stories. Irena stayed in the school, but was seriously insulted by the attitude of the headmistress. When I asked Irena whether I could interview her, she agreed gladly. Perhaps, in that meeting she saw an opportunity to tell me her whole story.

Irena started immediately with the adaptation course, and did not discuss her training in Russia.

“Do you want me to describe my life as a teacher in Israel? According to K.S. Stanislawsky, who wrote “My Life in Art”, I will describe my life in the light of 7 years of my work at “Shahaf” school.

In August 1993, after intensive studies at a course in the Tel-Aviv Center of Educational Technology where they trained immigrant teachers for teaching mathematics in Israeli primary schools, I was sent to the “Shahaf” school where pupils studied from the 1st to 12th grade. The school was near Karmiel, the town where I have lived since then.
We, the immigrant teachers, who successfully finished the course, were promised that the Ministry of Education, together with the Center of Educational Technology would help us in our employment. We were supposed to get 2/3 of a full time job (1/3 from the Karev Fund) and all this - for one school year only. After one year everything would depend on “how the teacher proves his / her abilities”.

Till today - and it’s my eighth year at school - I recollect those days with gratitude. I was a little more than a year in Israel, my Hebrew was very weak, I had no teaching experience in Israel and exactly then I was given an excellent chance - I got a job at school for a year without even looking for it."

Unlike the previous teachers who did not take the course and had to face crises and misunderstandings. Irena praises the course, which helped her smooth and aided entry into the profession.

“I got a warm welcome at “Shahaf” school. I taught 20 hours in five days, and on the sixth day, during the whole school year (every Wednesday and on school holidays) I went to Tel-Aviv in order to continue training in the Center of Educational Technology.

The studies there carried on one year more, but they were less intensive, only on school holidays. After 2 years of work and studies, in March 1995, all the teachers from the course that had succeeded in exams got their certificates. For me, those were two wonderful years. The Center of Educational Technology sent coordinators to help each teacher; Hadasa, an excellent educator who has been making a valuable contribution to developing methods of teaching mathematics in the primary school for many years, guided me.
Our relationship was very nice – she supported me in all my initiatives and was always interested in all my school activities.

Afterwards, during the next three years, I studied with groups of Mathematics teachers in a framework of a project "Mahar-98" in the Branco-Weiss College. Hadasa was one of the lecturers, and I had the privilege to learn a lot of practical things, which were very important for teaching Mathematics in Israel. Till today, we maintain our friendly relations.

I remember very well the school year of 93-94, the warm attitude I got from Amira, who coordinated teaching in grades 1-3, from Esther, the school secretary; from Peter, who was a computer studies coordinator; and from three assistant directors: Esther, Miri and Dvora.

Till today, I recollect people’s attitude towards me, and I think that I was worthy of it. I worked with my full energy and initiative, I prepared mathematical games for my pupils using the materials the school had. Some of the games I invented myself, and some ideas had existed before. That was a very interesting activity, because students themselves actively participated in it. The school willingly supplied me with materials, and I also got help from Yael, the head of the Regional Pedagogical Center.

Once, during the “parents day”, while the pupils with their parents were waiting in the corridor for their meeting with the teacher, they were playing the games I had prepared. Meanwhile, the school general headmaster Mr. Uri Dan entered the primary school building. He talked to the students’ parents and to me. He got interested in the games and materials I had put on the walls. In three days, I got a letter. The secretary asked me to make an appointment for the headmaster to visit my lesson. The lesson the headmaster visited was good, and in the end he said: “I enjoyed it very much”.

After two successful years Irena started facing a lot of problems, not because of teaching difficulties, but because of organisational changes.
“The second year was coming to its end. On 2.05.95, I met with the headmaster Uri Dan and was told that I would continue working during the third year although the number of my working hours was not yet determined. Of course, I was happy. I also got a lot of compliments for my job from the school management, parents and my colleagues. The work with pupils was very interesting and made me happy, although I felt I needed to improve my Hebrew.

On The 7th of July the General Inspector and a mathematics coordinator visited my lesson. After the lesson, we had a talk and the inspector offered me a job in another school. I was surprised, because the headmaster Uri Dan promised me teaching hours in the following school year...

I couldn't understand what the reason was behind that decision. Soon, I found out that it was decided to divide the 12-year school into two 6-year schools. By the way, as for the lesson, I didn't get the inspector's report. The inspector explained to me that the report is sent when there are negative remarks.

In some days, I read an announcement inviting the teachers to have a personal talk with the assistant director. So, I went to her. I was told that they were satisfied with my job and that I would get the best recommendations if I needed them in another school. I also got advice where I should look for a job.”

Very excited, Irena tells about the new principal and her first encounter with her. She tells how she wanted to impress the new principal and lead her to listening to her desire to be considered a full member of the staff, but her efforts were in vain – the new principal did not want to employ Irena, and transmitted a message that she was unwelcome in her school. Irena became defensive, and therefore interpreted negatively every comment made by the principal.

Here are some descriptions of things the principal said.
“…Her words cut me as a knife.”

“By her words, she expressed disrespect for my job…”

“My colleagues told me that because of the humiliating attitude they felt sorry I had not changed the school.”

“Her answer was as a slap to my face…”

“I decided to restrict my relations with the headmistress to a minimum limit.”

“My friends from the school staff told me that the headmistress wasn’t interested in the level and quality of teaching and that she promoted only those who “licked her shoes”.

“A professional and independent teacher does not suit her taste.”

In addition, Irena told of how she always tried to convince the principal that it was important to raise the level of Mathematics teaching in the school, but the principal told her that she had nothing to do in the elementary school with a Masters degree.

“I recommended the headmistress to open the 2nd grade reading schoolbook and find there L. Tolstoy’s stories in Hebrew. I explained to her how those stories were written. Tolstoy wrote these stories for the pupils of primary school - the school he founded himself in his estate and where he taught.

If such a genius writer as Lev Tolstoy taught in a primary school, why is it forbidden for me, with my M.A. degree? According to the headmistress, the primary school doesn’t need teachers who are professionals in the subjects they teach. The pupils in the primary school need a “mother” in class, that is a class teacher who teaches all the subjects in his / her class.”
Irena spoke of how she could not understand how teachers take students to play ball three times a week in the early hours of the morning, which are the most productive hours for learning, or how she could not understand the low level of Geometry teaching in the school.

For a long time, Irena went on to tell about her war with the principal, in addition to her a story about her professional activities: Math days, competitions, active boards in the learnt subjects, tutoring to students who have difficulties and extra assignments to any student who asked for them. In this way, Irena actually laid out her approach to education and teaching.

Irena told how two years before she got a letter saying that she could not continue working there due to “lack of suitability to the school climate”

“I tried to understand what it meant that I didn't suit the school “climate”. I opened a Hebrew - Russian dictionary and then a Hebrew - English one, but still couldn't understand what kind of “climate” exactly I didn't suit in the “Shahaf” school.”

I remembered the case, too, because it was then when I met Irena. I intervened in her behalf and helped her stay in the school. As for the letter that she had received, I spoke with the district manager, who explained that this phrasing is a standard one for teachers who cannot get enough hours in the school or are found to be “redundant”.

Irena still teaches in the Shahaf School. She ended the conversation saying:

“And “My Life in Art” is carrying on...”
Findings 3 – The Focus Group

The current chapter introduces the perceptions of immigrant teachers regarding of the research questions (see Chapter 3 – Methodology). These findings were received during conversations in the Focus Groups.

Among the discussed issues were the difficulties of immigrant teachers and their absorption in schools, coping with the difficulties, the significance of support and mentoring during the first year of teaching, the relationship with the staff and the principal and the way the latter see the new teachers and what new teachers have to say about being consistent in the profession.

The stage of contacting the researched immigrant teachers included informing them of the goals of the study. They all thought it was important. Therefore, I sought to dedicate one of the workshops of the in-service course to a profound discussion of the issues in this study. All participants agreed.

The teachers’ population that participated in the focus groups consisted of those who filled in the questionnaires, and whose demographic details were analysed in the methodology chapter. That is why sayings of the participants appear without any identifying details, although their details are reported in the minutes of the meetings. Participants were asked to discuss a number of subjects.

In the beginning of the discussion the following question was presented:

What are the difficulties that you had in your first year of teaching in Israel?

Most teachers had a hard time teaching in Hebrew, they had problems dealing with discipline problems in the classroom and integrating into the school.
"I had difficulties communicating in Hebrew, disciplining the students (the students did not respect me because I was a new immigrant, and the staff, too - I felt I was not accepted as a colleague).

"In my first school, the principal never showed any interest in me and my work. He never cared whether I had difficulties..."

"In my first school, the staff did not welcome me, but it has been four years already, and I have been working in another school where I am well treated and liked."

There were also difficulties in transferring to the prevailing teaching methods and curriculum in Israel.

"I felt that I did not know the accustomed teaching methods"

"I was not used to teaching in heterogeneous classes, so many different levels..."

"The curriculum I knew in Russia was much different from that here..."

Many immigrant teachers were hurt by the fact that they were not appreciated, and sometimes they felt used, because their lack of knowledge was used to place them in classes, which no other teacher wanted to take.

"During my first year, I got hard groups, with students that had lots of difficulties, but mostly they had discipline problems. I did not know what to do, what was allowed and what was not allowed in the area of discipline problems..."

"In the beginning they only gave me immigrants' classes, then the lowest levels. There were difficulties with discipline and no acceptance of the teacher on the
part of the students. I tried not to turn to others for help, and solve my problems on my own. Eventually things turned out quite well.”

Many of the teachers expressed lack of confidence, fear and anxiety of the new and unfamiliar.

“I felt lack of confidence towards the “Russian teacher”, both on the part of the teachers and the students”

“I felt lack of confidence despite my many years of experience”

“I wanted to seem Israeli, which meant breaking something within myself. It was too hard, and probably unnecessary”

“During my first years, I was scared that I might say or do something wrong, inappropriate, against the rules...I was afraid to lose a place of work. I felt that it took a lot of strength to prove myself...”

The discussion then moved to the next question:
“What are the difficulties stemming from the mere fact that you are new immigrants, in addition to the difficulties experienced by new teachers in general?”

The main difficulties were associated with cultural differences:

“The only problem in the first years was the lack of discipline and respect for the teacher the way we were used to”.

“The mentality is totally different”

“I could not understand the impatience and the rudeness of the children”
“I did not know Israeli schools. It was hard, because I did not know what was allowed and what was forbidden. I knew nothing about the rights and duties of Israeli teachers”.

They also raised difficulties regarding the label of “new immigrants”, that is to say, people from the outside that have to prove themselves in order to be accepted by society or by the school staff.

“I remember the beginning as the most difficult period, because I had to fight for being accepted, in order to stop being tested by everyone (parents, students and teachers), and in order for me to be treated as an equal.”

“Coping with negative responses towards the immigrant teacher”

“I would like to be treated with more respect by the management”

“The lack of certainty! The lack of certainty regarding my work at school, and the need to look for work in the coming school year”.

“It was hard for me to get to school, which was far away from home. I had to take two buses”.

Teachers discussed economic difficulties due to misunderstanding the way their wages was calculated.

“The wages is rather low”

It was hard to understand my salary - this fund that fund, I have to get this, and I don’t get that. Maybe I did not get something which I should have gotten, because I did not know…”

And of course difficulties with the language…
“One can overcome the problem of knowing Hebrew only by leaving the media in Russian”.

“The first year - one must learn more and more Hebrew”

The discussion then moved on to the next issue: evaluation of the mentoring programme.

“Is it important to support the immigrant teacher in his first year of teaching in Israel?”

This discussion presented the teachers attitude to the need of supporting the immigrant teachers.

“I think that this type of support may put the immigrant teacher on his feet. He will get the right information. I find it extremely helpful and necessary…”

“Necessary as the air that we breathe”

“In my opinion it is very helpful, because of the new country - all the terms are new. It would make integration in the workplace much easier”.

“Even conversation and analysis of problems - it will contribute a lot”.

There were some teachers who happily reported the good outcome of mentoring that they received.

“For me, personally, mentoring by the coordinator was very meaningful: she did not reject my plea for help, she visited my lessons and we analyzed them. It
had a great impact. It was important to feel the hand that was there to support me”

“Only because of the help I got in my first year have I stuck to school and teaching”

“The staff and the principal accompanied me, and I felt the outcome, not only on the professional level”

I was very excited in my first year. It was very important for me to prove my abilities. The support I got was extremely helpful”

On the other hand, other participants expressed fears and caution regarding the mentoring:

“I think that one should be very careful with the visits, because new immigrants are afraid of them”

“A great idea, but it depends who will guide the teacher”

Participants also raised the importance of continued mentoring:

“It is also very important to go on with the mentoring after the first year”

One can spot a tone of criticism about not sharing the mentoring issue with the immigrant teachers, although they are experienced teachers.

“In my opinion, we, the teachers from Russia, can also contribute to the mentoring process by sharing our experience and raising the levels of teaching and education in Israel”
“While we get help from experienced colleagues, we must not forget our own life experience. We must not lose our personalities...”

“Offer help...and the immigrant teacher will decide what is best for him”

Teachers were asked to express their opinions regarding ways of support and the question was:

“According to your experience, try to advise us how to accompany the immigrant teachers in their first years of teaching in Israel”

At this point, the teachers were very creative and raised a long line of ideas based on their personal experiences. They especially stressed the need for an experienced teacher from the school to mentor the immigrant teacher.

“Discuss broadly the teacher's first steps, emphasizing difficulties and ways of coping with them”

“Every immigrant teacher has to have an experienced mentor to help him cope with the difficulties of entering the new framework of the school, explain the rules of discipline and communication with the parents and the students...”

“It is important to match an experienced teacher from the school and the same subject-matter, who will be paid for mentoring the new immigrant teacher..”

Teachers also talked of the significance of visiting the immigrant teacher’s lessons, and meetings for support:

“Enable the visits in lessons of colleagues, hearing lectures about teaching methods and new ideas in the field, suggest books and textbooks...”
“Let the immigrant teacher talk more in meetings, so that he can tell about his problems without fear”.

Summary

Despite difficulties and pressure, lack of support and mentoring, the participants stated the following:

“About ten years ago, I was a new immigrant. The years passed quickly, and it is great when you do not feel how time flies...

Which present do I want to give the immigrant teacher?

Surprise - wings! Yes, wings to rise up as fast as he can, and friends to help the new immigrant rise up....

And another modest gift... patience.

Well, dear immigrant teacher, take my gifts and go for it. Do not despair. Go on your successful way...

The following chapter will introduce the findings gathered through the discussion groups on the Internet.
Findings 4 – Web Forums

A relatively new technique was used for paper – a virtual discussion group on the Internet. (as explained in section 3, “The Research”). This technique enables the exchange of statements, attitudes, and ideas in the most convenient manner, since every participant writes what he has to say at the time and place which are most convenient for him, while the researcher and the rest of the participants read his words at times and places which are convenient for them, and refer and react to his words accordingly. This way, a sort of “multilogue” is generated (a discourse with several participants), which lasts for a long time among a large number of participants, but without the logistic difficulties of setting times, places to convene at, travel, etc.

The work proceeded in a manner in which the research’s focal dilemmas, such as: the perception of the new immigrant teacher’s difficulties, assistance to the new immigrant teacher during his first years at work, the new immigrant teacher’s integration within the school, the new immigrant teachers’ attitudes to education and teaching, the head-teacher’s conflicts, and the inter-cultural combination-- were all presented to the other participants within the forum.

The participants could react to these dilemmas according to their choices. Moreover, they could also react to the words of the other participants within the forum - they could agree, disagree, reinforce their opinions, etc.

Some of the participants reacted at one and the same time to a number of dilemmas, but in this presentation of the findings their references were separated into statements according to subjects.

1. Cultural Adaptation

The dilemma presented to the forum’s participants was:
“Great respect is paid within the process of inter-cultural encounter, to the culture the new immigrant teacher comes from, and to its’ acceptance; a patronizing attitude, and the dismissal of everything the new immigrants “brought along” with them from their countries of origin, and, on the other
hand, a one-sided support of only those things which are “Israeli” may cause the new immigrants’ entrenchment in their previous culture, or, alternatively, to the total denial and dismissal of this culture. Both these trends sabotage the authentic encounter between cultures, and prevent their desired integration.

Many researchers believe, that “this integration may occur only by the means of an encounter between the two cultures, while giving the new immigrant the option of examining and deciding which parts of his original culture he wants and can adhere to and nurture, and which parts of the new culture he can, and wants to adopt, during the process of “creating” his new identity. The legitimization of missing the country of origins’ language and culture, and the continuation of their nurture should be made possible within the process of a healthy transition, together with the study of the new language and the integration within the culture of the country which they had arrived at”.

The questions, which came up for discussion, were:

**How, in your opinion, can this integration be performed?**

*In what manner may the country of origins’ language and culture be approved, or given legitimization?*

The teachers told of the difficulties in their cultural integration: they occasionally encountered a certain hostility, at other times they met with goodwill and the readiness to help, and at yet other times with plain indifference and imperviousness. It was stressed that the successful integration does not only depend on the absorbing environment but also upon the efforts the new immigrant teacher invested in this integration within an environment which was at first unfamiliar and unknown.

“When we immigrated to Israel, we arrived straight at Kibbutz “Afek”. Our first home surprised us by its’ readiness to support us and to give of itself, but we still didn’t know how to accept it - after all we had learned in the Soviet Union to be cautious and reserved. Then we felt that people were hurt by our reservations. We began to learn how to express ourselves in word and
deed. There are some external but significant things such as different tastes in food, oriental music, special design of houses—there, in the Soviet Union, it was all different. What can you do? Love the country and it will understand and love you back. There is no better way of integration than through understanding and love”.

“I felt as if I had “jumped” several steps back. To observe the past, the process that was based on failures and hardships, and it still isn’t easy. I had to overcome a number of dilemmas, one of which was:
How far should I go adapting myself to the different norms of an unfamiliar culture or to remain unique and different?
Then I decided to construct my platform:
To respect the Israeli culture (wishing to integrate within all possible levels; at the University, within various courses, and at my workplace).
Not to forget the culture I absorbed where I grew up. To try and adapt myself to the new conditions, and to combine that which is important to me with what is common here in my work”.

“When I immigrated to Israel I anticipated hardships and problems, but I didn’t believe that things would be this difficult. The greatest difficulty of all was contending with the changes in mentality, with the Israelis’ too-great openness, with the lack of habits, which indicate respect and values to work. During the first few years I was hurt by any criticism and felt that everyone was against me. I was very offended when I heard people calling me “Russian”, because there they always called us “Jews”. Nevertheless, slowly, step-by-step, as I began working, and accepting things in their correct proportion, I became more tolerant towards people with a different culture and mentality. Once I had changed my attitude, I felt suddenly that life wasn’t so difficult, that I was accepted within society and that people were interested in hearing my opinion and accepting my advice. Once I understood this— I grasped that I
was no longer “a new immigrant” and that I was an Israeli to all intents and purposes, including impudence, that I belonged to my people and that everything that happened in Israel was important and of value to me, that I found interest in watching Israeli T.V programs, that Israeli singers and actors were no longer unknown to me. I understood one thing more: the hardships I had to endure helped me to understand myself, and my own character better.”

The teachers noted that that they had decided to conserve the cultural values they had absorbed in Russia and not give them up - simultaneously with the adaptation to the customs and regulations which are common in Israel, since the contradiction between them isn’t necessary, and it is possible to combine what is beautiful and beneficial within each culture.

2. The New Immigrant Teachers’ Attitudes to Education and Teaching.

Both the educational approach, and the study subjects, which are common in Israel, and those, which are common in Russia are totally different. The approach which prevails in Israel (according to which the child is at the center of things, the obligation to be open to his needs, the readiness to be spontaneous and to react immediately to changes occurring within the class, the individual teaching methods which stress the individual, etc.) seemed to the new immigrant teacher strange, inappropriate and perhaps even frightening.

“I have worked for many years with children. There isn’t much: hugging and kissing “in the Russian children’s culture, but most of them don’t hit one another either, they don’t swear, and I never noticed them complaining that the teacher hits them. I began working at a new school, in which there are many new immigrant pupils from Russia. At first there were fights, complaints about teachers and many problems”.
The new immigrant teachers, who were accustomed in Russia to an attitude of respect between the child and the teacher, the “distance” between them, and also to the respect between the teachers and the head teacher, the adherence to a pre-prepared written curriculum, to a quiet and polite manner of speech, to strict control etc. caused the teachers to feel and express, of all things, the lack of politeness, the vociferousness, the dirt, and the “mess” within the classroom and within the curriculum:

Nevertheless, the teachers noted that once they grew used the new Israeli reality- they began to alter and improve it.

“It has been nearly ten years now since I arrived in Israel. At first, everything was strange and peculiar in the new country: people dressed in a different manner, the language was new and strange, the culture and the holidays seemed different and strange. The town I had arrived at was small and dirtier than I was used to, and people’s behavior also seemed strange: people talked very loudly, yelled, the children didn’t show any respect for their elders, and everybody did what they felt like. It was very difficult for me to accept this. I was used, at home, to educating children to culture, and this is what I attempted to do. In time, I learned to accept the children as they are, since if you can’t change something you have to accept it as it is. After all, our children are the state’s future”.

Other teachers noted that the teacher’s educational image and his teaching ability are the most important factor within any educational reality:

“The teacher has to be not only a good professional, but first and foremost a good person with a big heart, who is able to give love and respect. The teacher is a figure that provides a positive example in all her actions: her behavior within the framework of her relations with her colleagues and with the pupils in the class. The personal example can be of great help to us, the
new immigrant teachers, in succeeding at work and being popular with both
teachers and pupils.
My personal experience was of great help to me, I discovered an individual
approach to every child, and I was very successful in this profession. I felt
the children’s love and respect, I gave them my heart and understood that the
feeling was mutual.”

“All my cultural baggage and experience in life and work I acquired abroad. I
internalized the fact that the higher authority at school was the teacher, and
there was no arguing this fact. During my period of adapting to the conditions
at the Israeli school I reached the conclusion that the simple truth from the
past isn’t that popular among the pupils here, and that I had to prove its’
meaning anew. I’m not ready to part with that principle or with most of the
principles, which in my opinion are the basics of my profession. At the same
time, I became more open to the pupils’ needs and ambitions.“

“We immigrated to Israel with a different mentality than the Israeli one.
Nevertheless, I believe that the basic norms are the same within every
society. A teacher has to be mainly a cultured person, and his mentality isn’t
that important. If the person is a cultured one- his mentality doesn’t bother
him. It all depends on the person. There are some cultural norms, which can
affect people.
In my opinion, it is the first and foremost matter within the family culture. A
child who comes from a family in which there are culture and respect can’t, in
my opinion, lose the culture and respect for the teacher all at once, but it
remains, and becomes stronger”.

3. The Conception of the New Immigrant Teacher’s Difficulties

The dilemma we proposed in the forum presented the subject of the new
immigrant teachers’ difficulties as an issue to contend with and for
reinforcement:
Topic for Discussion: Strengthening Following The Difficulty, or “That which doesn’t Kill - Toughens”:

“A pair of American scholars, Professor Steven Wolin and Dr. Sybille Wolin (Maariv, 1.4.99), prove in their research that people who coped during their lives with traumatic psychological problems are those who develop their mental strength, the ability to learn from the struggle, to grow stronger, overcome the problems and grow.

In your opinion, does the strengthening follow the difficulty?

Is the move to Israel and your personal absorption as a teacher an example of “strengthening following hardships”.

The dilemma was presented within the forum in the following manner:

“Indeed, people grow as the result of difficulties and many grow as the result of crises; but there is a an additional, more exciting and pleasant channel, which is no less significant, and sometimes even more so. This is growing out of your strength, grow out of something you love, something you are good at, etc. Write whether you grow more as the result of hardships or out of strength in various situations. Note some examples.”

Many of the new immigrant teachers reacted at the forum to the existential hardships of an immigrant in a new land, the difficulties involved in making a living, the hardship of finding work as teachers, the occasional compulsion of working at first in temporary jobs, and the difficulties with the language.

“We had a great many difficulties of various types when we arrived at Israel - this is a different culture, a different environment and an unfamiliar language. It wasn’t particularly easy for us in Kibbutz “Adamit” in which we sought refuge from the lack of understanding and orientation we feared in the big city. Try to imagine - we used to live in a large and beautiful city- St.
Petersburg. I taught two foreign languages: English and German- and suddenly I found myself working in the kitchen in the Kibbutz.

The work in the kitchen was very hard; I had to do all the "dirty" work- wash the dishes, clear the tables and clean the public lavatories.

During all this time I had inner worries and suffered from a lack of self-confidence, I felt humiliated. This is how I felt until I was accepted to an English Teachers' course. I seized the opportunity and completed the course successfully.

The difficulties with the Hebrew language still remained, though; my English was disruptive from this aspect. Everyone at the Kibbutz spoke English, and therefore I felt no need to learn Hebrew. Still, I did learn the language independently, despite the fact that it was difficult without practicing it.

Now the difficulties concerning Hebrew are behind us in my family, and I believe that if we succeeded- then anyone can cope with the difficulties. What is important is the will to succeed.”

“When I made Aliya, I felt very disassociated from all the customs of the People of Israel. The only thing I knew of from my family, when we lived in Russia, was Passover. We ate ' Matzot" which we received from the municipal synagogue, and we knew that Passover is a holiday connected to the Jewish people's leaving Egypt. Still, here in Israel my family learned about all the festivals and holidays, the Israeli customs, all of which we celebrate and try to maintain the Jewish tradition.

I remember - always with much gratitude - Shlomit, my first teacher in the new immigrant "Ulpan" who was the first to explain to us all the holidays, which people celebrate in Israel. Shlomit helped us integrate and to feel that we belong to the Jewish people, which keeps a tradition that is passed from one generation to the next”.

The reaction to the question, which the teachers were asked, “Is the language important?” was:
"The answer to this question isn't unequivocal. On the one hand, when someone lives in a certain country he should know the spoken language at least sufficiently to feel human. If this "someone" is a child who goes to school or to the nursery school, than he'll have no problem learning the language fast; but if the person is an adult, he may find the study of the new language somewhat difficult. Nevertheless, even adult and elderly people attempt to learn the language in order to get a job, to progress, and also for the sake of the good feeling. From this point of view, language is important. On the other hand, until the language is absorbed, there are other forms of communication, which can be used to communicate in a clear manner. These means of communication may include, for instance, body language, or by the terms used by musicians. These terms are used all over the world. They are in Italian, and anyone who engages in music understands them. This is without any connection to the person's country of origin, and therefore there is no problem when some musical term is mentioned. In addition, the body language may be very helpful in the processes of communication. To conclude: it is very desirable to know at least the spoken language in the country in which you live, but it is not that bad if people haven't succeeded yet in mastering the language, since there are other ways of communication."

"At the time I was planning to immigrate to Israel, I worried that I would not have an opportunity to engage in my profession. I teach English and love my occupation very much. I was always sure that it is necessary to teach a foreign language with love and in a friendly atmosphere. In the Ukraine I worked at a gifted children's school of foreign languages. Luckily, I succeeded in the examination and was accepted to the new immigrant teachers' course of teaching English. I was glad that I would be able to both progress with my study of Hebrew and improve in the teaching of English. I didn't imagine all the difficulties involved - traveling every day from Maalot to Haifa, the preparation of homework, studying at the Ulpan from conversion to Judaism, buying the apartment, etc. etc. It was a very difficult time, but I always felt my husband and daughters' support. I'm glad that I succeeded."
“The new immigrant teacher who starts work here in Israel has a great many difficulties. Each new immigrant teacher who immigrated to Israel sought his own way and solutions for coping with the difficulties at work. I too had a lot of difficulties at the beginning of work as a pianist and a teacher.

The difficulties involving the language.

Children's freedom of speech and behavior.

The connections among people (a new person within the staff).

But I believe that I coped with all these difficulties. I want through a not-too-hard period of coping, and everyone within the staff helped me”.

The new immigrant teachers gave a great deal of thought to the subject of tackling difficulties, the high motivation to succeed, and the adherence to the mission of absorption in education and instruction:

“Every new beginning is hard. It is not easy to move from one apartment to another, but to move from one country to another and to embark upon a new life in a new culture, to build up the home from scratch, to manage in a new society with a different mentality - that is really hard. Nevertheless, every intelligent person with an aim in life who wants to succeed is ready to face up to various difficulties and problems and to reach his goals. We can't expect to be given everything “on a silver platter“- it happens only in fairy tales and in dreams. In reality things are much more complicated and it is necessary to learn how to manage, occasionally to accept things as they are, and at other times to fight and to be tough. Coping with the difficulties is a process, which every new immigrant went through, and particularly so the person, who arrived in Israel, wanted to succeed, and to continue working in his/ her profession. I went through this process and I'm aware of how tough it is: particularly concerning the absorption in Israel, and then the absorption into the school as a teacher”.
"The teaching methods which are common in nursery schools in Israel were very unclear for me, and it was hard for me to cope with the behavior of “difficult” children. It was difficult to understand the lack of help and support on the part of those in charge"

"As far as I'm concerned, the subject of the absorption of new immigrant teachers is manifested from three aspects: the way the state copes with the absorption of new immigrant teachers, the way the teacher himself copes with the hardships involved in his absorption, and certainly, the steps taken by the school in preparing to absorb a new immigrant teacher. In my own case, I felt first of all that my new homeland accepted me as a teacher, respected my twelve yearlong experience: offered me a "New immigrant teachers' adaptation course" at the "Shaanan" college. Now I had to prove that I was a professional teacher with a high motivation to learn new methods and teach at a school. The teacher's first tool is the language. I studied fourteen hours every day. I completed the course, but during the first year I wasn't offered any work. I didn't give up - I worked as a substitute teacher and in various circles. During the second year I managed to persuade the head teacher to accept me as a form teacher at a special school. I prove, each day, for three years now, that it hadn't been a mistake. They say: "you're a good teacher, but..."; or "first we have to take care of the form teachers ...".

"The teacher's absorption in Israel- is a process which requires a lot of effort. I immigrated to Israel nine years ago. My goal was to work as a teacher in Israel. Therefore I enrolled in a new immigrant teachers' course, engaging in the subject of safety on the roads. The beginning was very successful. I got work at two schools. My first steps weren't easy: problems with the language, discipline in the classroom, etc. They demanded that I use all my strength to cope with the difficulties. During this period I completed a new immigrant teachers' course and continued to teach at the schools in Maalot, which were wonderful".
"My profession is that of a mathematics teacher. When I immigrated to Israel I had 13 years’ seniority. In Israel I participated in a course in Karmiel for five months, and began to teach at a primary school. During the first two years my hours were not within the school’s job-slot, and therefore I didn’t “infringe” on any other teacher’s job.

The head teacher always told me that at a primary school it is necessary to know how to teach more than one subject. I devoted considerable thought to what she said, and realized that she was right.

One day I met a friend who told me that she was going to attend the special teaching course at the “Gordon” college, a course named “corrective teaching in arithmetic”. I went to the college, but they didn’t want to talk to me without a coordinator. I managed to obtain her phone number, and contacted her, but she told me that there was no possibility of accepting me, because according to my accent it was clear that I was a new immigrant, and that “it was a waste of time”, since I wouldn’t be able to work in any case. I was surprised, since my friend is also a new immigrant, and she had submitted her documents without they’re being any problems, and had already been invited to a personal interview. It was not clear to the coordinator at the school why she was accepted, while I wasn’t.

I only managed to persuade her to invite me to a personal interview. She authorized my “conditional acceptance” - if there were room.

I was accepted, studied for two years and was among the best. My papers served as examples to the others.

I worked with children with severe difficulties and managed to make them progress.

At the end of the studies, one of our lecturers, who are considered an expert within this field - Dassi Segal- told me that if necessary, she would recommend me.

I understood that all my efforts to be accepted, to read the professional books and to write papers were not for nothing".
"My family and I immigrated to Israel in 1991. I was very confused, didn’t know where to begin, what to do and what was happening in general. The sole option was to start everything all over again in a foreign environment, without knowing the language, without understanding the local culture and without any livelihood at all. Like all new beginnings, mine was difficult too.

Since we didn’t manage to find our place in Jerusalem, we - my husband, 14-year-old son, and I- moved to Kibbutz “Adamit”. They received us very warmly at the Kibbutz. We studied at an “Ulpan” for six months and then began to work in the Kibbutz: I worked in the kitchen and my husband in the apple plantation. At this time, my Hebrew was very poor. It was only two years later that I was accepted in an English Teachers’ course, at the end of which I worked as a substitute teacher at “Ort Akka” for two years."

Mature teachers with lengthy previous seniority and experience expressed particular difficulties in finding work, and the need to change their way of life:

“I’m a teacher with 27 years of seniority to my credit. I arrived to Israel with a twenty-year seniority and had to start everything from the beginning. I completed a Music teacher’s course, and began looking for work. I shouldered an accordion and began to knock on all the nursery schools’ doors. It was very difficult for me, but I wasn’t embarrassed or afraid. Quite by chance, I entered the “Shlomi” settlement’s education department. They told me they were ready to employ me, but only on condition I would obtain the Music teaching Inspector’s approbation. I called the Inspector, feeling full of hope, and got the reply that she couldn’t allow me to work, since I had no work-experience in Israel. So I went back to the education department and told the story from the beginning: what I had done, which courses I had completed, what my formal qualifications were, etc. but she still told me that without the Inspector’s authorization she couldn’t allow me to work. I called the northern region’s Music Inspector again and explained everything once more: that I had no work-experience in Israel, and how could I have it if nobody is ready to give me an opportunity to start working. Our Inspector understood the problem
and gave me an opportunity: to give an experimental lesson at a nursery school in Karmiel. I didn’t see the nursery school or the nursery school teacher, but I arrived at that nursery school with my accordion, and the music Inspector arrived as well, I gave a lesson, received many compliments, and from that moment was also authorized to work. I coped and I'm still coping. Things weren’t simple for me, because at the time I was already 42. Now I have seven years seniority of teaching at the Israeli department of education”

“When I immigrated to Israel I was nearly 46 years old, and knew that at my age I couldn’t be a nursery-school teacher any longer. I already knew, when I was 15 that this is what I wanted to be, and that I couldn’t live without this occupation... so I began to volunteer as a nursery school teacher, with the Inspector’s and the instructress approbation. I was contended, happy. I studied Hebrew every day. In the mornings, at the nursery school, at noon at the absorption center and at night I read books or listened to tapes or read books. I grew out of hardship but I was happy. There is a proverb in Russian: “Without effort, you don’t get even a fish out of the river”. For me hardship is an incentive to progress. At the same time, I feel love, the wish to help myself and people who are close to me and whom I love”.

“I arrived in Israel as a new immigrant when I wasn’t young. I had to adapt to the new life, which wasn’t easy and even seemed strange to me. A new and different culture an unfamiliar language; new people, a new environment and new relationships. All these gave my life a new momentum. Within an allocated time I acquired the rudiments of the Hebrew language. I was absorbed within the education system as a teacher. I developed social links with the nearby surroundings. I learned a number of important things, such as: if you can’t change the circumstances change your attitude. “

But many teachers finished their words with much hope and encouragement:
“I love to tackle difficulties. It definitely strengthens, since all coping causes the acquisition of a certain amount of experience both emotionally, and from the aspect of knowledge. It is important to identify the emotions linked to a certain hardship and to accept them, so that a situation of pressure stemming of the difficulty won’t be generated. When the emotions are under control it is easier to set goals - what is to be done in order to cope with the difficulty. When we know how to cope, we follow up the plan’s performance. The next time, when we encounter a similar difficulty, it doesn’t seem as a difficulty any longer. After all, it is by coping with it that we acquired tools, and if we have tools, we don’t worry about the difficulty any longer”

“Is it too soon to talk of successes after six years as a nursery school teacher? And if the children enter the nursery school every morning with smiles on their faces, is it a sign that I succeeded in the class atmosphere? If there is no violence and all are friends - is it a sign that I succeeded? If every child has fun learning, and learns at his own pace - is that a sign as well? If the children’s parents’ are happy and there are no complaints - did I succeed in my work?

I try very hard to reach this wonderful situation: the most important thing is to love my work (I really love the children when they enter the nursery school in the mornings). Smiling at the parents and children is the first sign of success, and so is not getting pressurized even when something doesn’t work out (it took me many years to understand this). To talk to the children at “eye level”- as to adults: to explain to the child slowly and clearly what is wanted of him, and also to understand his reaction. It is very important to be honest and fair - then the children trust you and believe in you (“Orit doesn’t lie”) It is very important to try and not raise your voice in the nursery school and when I’m angry I talk more quietly and slowly (only the facial expression is angry) - this works much better. And most important of all - reinforcements and support of the children, a lot of joy and smiles, understanding of and respect of the child!
I know it is neither easy nor simple to achieve this- but since I've learned it - my life has become much more pleasant and bright!”

I've been working for three years now at the "Ha'Irisim" primary school in Karmiel as an English teacher. I'm contented with life; I have a house, a car, and my son studies at the University of Haifa. The most important thing I can say today is that I've found my roots in my wonderful country”.

4. Mentoring and Support of the New Immigrant Teacher During the First Few Years at Work

The dilemma pertaining to this subject, which was presented to the teachers was:

“The stage of survival: the new immigrant teachers, similarly to the beginner teachers, are within the “survival phase”, during the first year of teaching. During this phase the beginner teacher focuses mainly upon himself. He feels that the pupils, parents, colleagues and the system test him and that he is unable to find time to develop sensitivity to the material or the pupil. It seems to him that he doesn’t have sufficient tools to cope with the day-to–day reality at the school, and the thing, which matters to him at this stage is “to finish the day in peace”.

How is the new immigrant teacher to be helped so that the “survival phase “doesn’t last beyond the common period (up to one year)?”.

Several teachers referred to the issue of the assistance they were given during their first years at work, and they also had some criticism of the manner and contents of this assistance:

“The pedagogic instructor who mentored me during the first year came twice or three times to observe my lessons, brought me some worksheets and asked
to see my worksheets. I felt that her presence in my lessons had more to do with supervision and less with mentoring.

In my opinion, the mentor has to help in some concrete cases, to answer the questions and not to engage only in the worksheets and procedures. Generally speaking, the mentoring and instruction shouldn't engage only in the field of the subject, but they should also show the teacher how to make contacts with the teacher training coordinators and further training, and/or with the pedagogic coordinators, so that the teacher will be near the source of the innovations, new textbooks, etc. Apart from that, it would be desirable that the teacher be helped in matters to do with the school atmosphere, and not only in the field of teaching.

"I participated in a mentoring project because it followed our course - but I think that it is difficult to contain during one year all that is required."

"There is no doubt that the course contributed and helped in the preparation for work and we were given opportunities during the practical lessons to experience the "roles" of a nursery school teacher in Israel. But you don't yet know beforehand what is required. It is only after the first "genuine baptism" in this system that it is possible to understand and adapt yourself to the education system in Israel."

"In my opinion there is no doubt that the Ministry of Education's course for the Mathematics teachers succeeded in preparing me for the encounter with the Israeli school. We familiarized ourselves during the course with the textbooks, the curriculum, and were given the teaching aids and the didactic materials. Apart from that, it would have been more desirable to observe as many lessons and visit as many schools as possible. The administrative-organizational part is missing as well - for example, information concerning the teacher's rights and duties in Israel.

There were also some teachers who recommended taking the initiative, not to wait for help, but to do things for themselves:
"I would recommend to every new teacher not to wait until he is given help and someone comes to meet him halfway, he has to be active, enterprising and sociable - and I also wish for the new teacher that a miracle will happen to him - to work within a good staff and feel good there, to feel that it isn’t just a workplace but a large warm and pleasant family."

5. The New Immigrant Teacher’s Integration At The School

The teachers who told of their first steps at the school stressed first the difficulties, but later also noted the help they were given by the schools’ staffs as the paramount factor regarding the success of their absorption:

"We, the “Russians” play the supporting roles: we give auxiliary lessons to pupils with low achievements, teach secondary disciplines, despite the fact that unofficially our colleagues at the school understand the depth of our professional knowledge, and are ready to turn to us for advice, but only during private conversations. During my first year I taught a “weak” group, but also those children who were problematic in the field of behavior. This was difficult, and even more difficult because I didn’t yet know what tools I had at my disposal when it came to discipline. I believe that I stayed at the school only thanks to the “New Immigrants’ Hour” which the school was given by the Ministry of Education for the new immigrant teachers who had graduated from the course. Still, if there is a cut-back in the hours at the school - we, the new immigrant teachers, are the first to suffer, and even the tenure doesn’t help"

"During the first two years of my career as an English teacher I worked at the junior high school at the “Ort-Acre”, and taught the seventh and eighth grades. At first it was difficult, what with the discipline and the “Sabra” mentality. The deputy head teacher and the English coordinator helped me
very much, and after only two months I managed to acclimatize and understood that I could work as an English teacher.

Prior to that I completed the English Teachers' course at the "Ohalo" college in Tiberias. I have an M.A degree, therefore from the aspect of knowledge it was very easy for me."

"I have been working for three years now at the "HaIrisim" primary school in Karmiel. My Hebrew improves from day to day. I feel that the knowledge and understanding of Hebrew make work easier, it is easier to understand the Israeli mentality and in general, to live in Israel."

"When I started working at the school I had a lot of luck: the school was new and so was the staff, the wave of immigration had only just begun, the teaching staff was marvelous, with great patience for new immigrants. It is only now that I understand how much patience you had concerning all the mistakes I made. There was another thing, which proved to be lucky: I played the accordion very well. I played Hebrew songs beautifully, and only I knew that I didn’t understand many of the words. It seemed to everybody like a miracle, and how did I know all these Hebrew songs. Everyone backed me: the head teacher, the staff and the Music teacher, who works in parallel with me."

"It is important for a human being to be popular within the environment he is in. Everyone differs from others in his character, his ability to adapt to society, in his different mentality, in his ability to present himself to society, etc. These are the things which affect adaptation to a new place in general, and we teachers at the school in particular,"

"I never felt as a foreigner or as being new, neither at the beginning of work nor during the course of work, I adapted very fast to the teaching staff, I integrated within the staff’s life, felt warmth and love, everyone was always ready to meet me halfway and help during those moments when I felt the need for it. As the result of my role as "Safety In the Roads" coordinator, I had
to organize events such as: “Safety in the Roads Week”, a “Peak” day, ceremonies etc. Both the head teachers, and the staffs at the schools I teach at always accepted my ideas willingly and wholeheartedly, and with full cooperation."

“My story of absorption as a new teacher at the school began four years ago. I began work as a librarian and teacher at the “Rishonim” school in Maalot. The school was new and the entire staff had been working together for a number of years, and I felt that the staff was as one unit. One helped the other, and the head teacher was the leader, great to everyone!

The teacher Aliza helped me very much during my first days at work. She introduced me to things, explained all the regulations of the school. My head teacher is also a very nice woman, and her welcome was extremely pleasant. Now I work and live as if they were my enlarged family. We go on trips and weekends together, and celebrate all events together. Colleagues from the school staff help me tackle problems at the school. I think that it is a privilege to work within such a staff, and I don’t want to transfer to another school or another workplace. I’m very contented with my workplace, and with the staff at the school.

I wanted to add, that help in the absorption of a new teacher - particularly a new immigrant teacher - is extremely significant, since this is the beginning of both work at the school and of the connections with the teachers within the staff.”

“The new teacher arrives at the school with lots of theoretical knowledge, but he has great difficulty in imparting it to the pupils, in adapting to the new staff, and in coping with discipline related problems within the classroom. Therefore the new teacher needs a great amount of help from the staff at the school. The assistance and support come in a number of ways: the head teacher introduces to the new teacher an experienced teacher who teaches in a parallel class, who will permanently mentor the new teacher in the construction of the lesson layouts, and in coping with the discipline problems. The head teacher and the counselor explain the school’s rules and regulations,
display readiness to assist and support the new teacher during lessons and meetings, and respond to each of the new teacher’s appeals, as the new teacher himself strives to implement the methods he has learned in the class in which he teaches.

I personally was unaware of the existence of the “Mentoring in Absorption” project of the college in which I completed the New Immigrant Teacher’s course, and I think that such mentoring may be of great help to the new teacher. When I began teaching, both the head teacher and the colleagues from my school helped me, as well as a colleague from another school. They helped me plan the work; I learned the new teaching methods from them, and particularly the individual method. I’m very contended with my absorption at the school and into the staff. All those within the staff are friends, and I too feel that I’m “in”. I think that it was a great help to me that that teachers’ initiatives are encouraged at our school - and I initiated and proved my high personal ability, my diligence and learning. Still, the most important thing was that I always felt the head teacher’s and the staff’s wish for me to succeed.”

“The school’s administration always treated me with respect and understanding. I completed a coordinators’ course in the subject of “Safety in the Roads”, and I organized many attractive activities at the school, such as: a song and dance festival linked to the subject being studied, the printing of shirts and “signing on to life”, work at study centers, etc. I proved to myself, the staff of teachers, and the school administration how much I can contribute to the school, to the children, and also always to do so very willingly”

There were some teachers who stressed the importance of their command of the material being learned, and of the subject as an important and focal factor within their successful absorption:

“I have been working in Israel for early eight years now. I worked in a number of schools, but I still say “at our place” when I mention my first school in Israel, where I worked for five years. I remember many experiences, both
positive and negative from that period. I want to tell you of a particular
event, which I'll never forget.
During my second year I gave arithmetic lessons in a “promoter” class, as
assistant to the remedial teacher. The teacher knew nothing about me, except
for my first name. We worked each with a small group. I explained the
material to the children, wrote and noted assignments...in brief - I was an
Israeli teacher (that is how I considered myself, but not the way others
considered me).
One day the teacher began to ask: “Where are you from? How long have you
been in Israel? What family do you have?” and finally: “Can you read Russian?”
I stopped breathing; the world turned black before my eyes, but I answered:
“Of course”. I also answered the question: “Can you read Russian and
understand what you read?”...
Still, the time passed and the teacher got to know me, understood that I was
professional in the field of mathematics, learned from me and recommended
me to all the other teachers within the staff: “ask Rimah”, “Do what Rimah
does.”
Some time later, I reminded that teacher of this incident, and she said: ’I
don’t believe it. I couldn’t have said such things. You are the best”.

“Unfortunately, there is an opinion within the Israeli society, that the new
immigrant teachers aren’t professional enough, and that they bought their
diplomas prior to immigrating to Israel.
When I arrived at the school the head teacher presented me as an arithmetic
teacher who had studied at a new immigrant teachers’ course, and that I
would be working with groups of backward pupils. It wasn’t made clear by this,
that I had been a teacher prior to my immigration to Israel, and that I had a
Second Degree in Mathematics.
During the first two weeks I didn’t teach, just visited other teachers’ lessons.
I learned how a lesson is taught, how the teacher talks to the pupils, what the
teachers’ responses are , and those of the pupils to various situations, and the
most significant thing for me was to expand and broaden my knowledge of the
professional language. Apparently the others referred to me as to a teacher training college student, didn’t listen and even didn’t believe what I said.

There were some cases in which the pupil did the exercise correctly and the teacher said that it was incorrect. I once went up to a teacher after a lesson in order to explain to her that she was mistaken, and I heard her saying that it was still necessary too check if what I said was correct. The next day she told the pupil that he was right, but she didn’t say anything to me and didn’t apologize.

In another case, not only did the teacher tell a pupil that he didn’t do the exercise correctly, but she was very cross with him for not listening to her explanation and began to shame him in front of the entire class. In this case, I couldn’t keep silent and defended the pupil’s solution. The teacher’s response was: “Are you sure of what you are saying?”

Contrary to my normal behavior, I replied: “I think that an M.A in mathematics is sufficient to know what a diagonal is, and sufficient in general to understand the second grade’s study material.”

6. The Head Teacher’s Conflict

A further dilemma, and this time one pertaining to the teacher - head teacher relationship, which was presented to the participants of the interactive discussion’s participants was:

The absorption of new immigrant teachers is a difficult mission. The absorbing head-teacher may even find himself in conflict situations, in which he is torn between his commitment to assist the new immigrant teacher in his hour of need, and his commitment to his pupils and their parents. There are many cases in which the head teacher has to contend with pressure from concerned parents, who worry about their children and aren’t ready to “sacrifice” them at the altar of the “Zionist Ideology”.

Is this your opinion?
“In my opinion the head teacher has to protect the teacher, believe that the new immigrant teacher has a good command of his profession, and transfer this to the parents.

The head teacher will explain to the parents that this teacher is good, and it is possible that he has great experience and knowledge. True, he still has some difficulties with the Hebrew language, and his vocabulary still isn’t large enough...

Still, these will come in time, and the head teacher employs a new immigrant teacher not because he is committed to helping him as a new immigrant but mainly because he wants a good teacher at his school”

“The head teacher understands as an educator, a public figure and as a patriot with sociological knowledge, that the absorption of a new immigrant teacher is an inseparable part of the progress and development in the state.

If the head teacher supports, encourages and gives the new immigrant teacher reinforcements, and also presents him in a correct and credible manner, the teacher will be able, in due course to express himself and not lose all the positive “assets” he has from his experience. The parents and the public at large will only gain from this”.

“In my opinion, the head teacher has to be a good politician”.

“The absorption of teachers is indeed a tough mission. The head teacher has to decide what is more important to the state’s future.

It is possible to resolve every conflict in a dignified manner, which is ultimately beneficial to both parties.

The head teacher has to remember that our little state is a melting pot, and it is thanks to this that we have a strong, progressive and modern state.

Therefore bless the headmaster who will find the way to bridge between the two parties.”
"One of our pupils' family found a spelling error in a letter I wrote their child. They made a great fuss over this. They went to the headmistress, and she shouted at me in front of the staff. Each day after that event I feared that I would get a letter of dismissal.
It was only after an important visit, in which guests and inspectors participated, and during which I sang, and organized everything beautifully, that the head teacher came up to me and said: "with hardships, we overcome them!"

"This year I wish to thank in particular the head teacher who understood this subject's importance, and who dedicated a room to the subject of "Safety in the Roads". I arranged the room according to all the subjects being studied: study centers, placards, models, worksheets, etc. Children enjoy studying this subject, and donate a lot of material to the room's decoration, in cooperation with their parents. I hope to continue working, contributing, to teach and educate our children in Israel!"

"Who knows better than us teachers that we'll have various conflicts with the head teachers at nearly every school we work at. There are articles at every school, which detail the pupils' duties and rights. Every slight error on a teacher's part, who may announce an examination not a week beforehand, but just six days before it, may be considered "a violation of the child's rights" and find expression by complaining to the head teacher.
We know that no pupil will miss an opportunity to complain to the head teacher about a teacher. And what can the head teacher do? This is what is written in the articles! Therefore the head teacher reprimands the teacher and so finds an opportunity of telling the teacher that he doesn't like his teaching method, and that the teacher has to see to it that there is greater discipline in his class; and thus conflicts with head teachers are generated.
The school climate: we all know that it is much more pleasant to work at a school with a pleasant atmosphere than at a school with an unpleasant atmosphere. As a matter of fact everything depends upon the head teacher.
If the head teacher prepares activities for the school, which are linked to its' consolidation - then the climate will always be pleasant. Naturally it is very convenient to work at a consolidated school, in contrast to an unconsolidated school, at which each class goes its own way. For example: when activities are brought for the entire school. Then, when there is consolidation, everyone enjoy himself or herself and participates in the activities. When there is no consolidation, everyone goes his or her separate ways, the children will not communicate with each other and there simply will be no fun!"

"I worked at the same school during my first five years in Israel. Out of that time, I worked for two years hours which were not within the school's job-slot, and later the head teacher always saw to it that I was given twenty weekly hours, which usually expanded to 24 hours, which meant I had a job; this was at the time when I had no tenure. A new head teacher arrived after four and a half years. She never invited me for a talk, never said that she didn't like something in my work. She addressed me a number of times with arithmetic and geometry questions. On the last day of the school year the new head teacher told me that the inspector summoned me for a talk on the following day. I learned from him, for the first time that the parents complained about me all the time (they simply didn't want to tell me beforehand), that the new head teacher was very discontented with me, and that the previous head teacher wasn't contented with my work either. At the same time, the inspector said I should be grateful to the previous head teacher for my tenure: before she stopped working, she saw to it and prepared all the documents. It was clear that the one doesn't go with the other. In order to "chuck me out" of the school, the new head teacher said that I couldn't master the language, that she wouldn't help me, and that she wouldn't support me if the need arose. Since then I worked at a number of other workplaces, but no other head teacher told me such things. I believe that it is thanks to my former head teacher that I'm a teacher in Israel now".
Findings 5 - Conversations with School Principals

In many conversations with school principals and in visits in various schools in the northern district, I asked the principals about the way they perceive the processes which immigrant teachers go through on the one hand, and those that the schools go through on the other while dealing with the issue of absorbing an immigrant teacher in the school.

The way principals perceive the difficulties of immigrant teachers

Rachel, principal of an elementary school:

“In the beginning we had many problems with the immigrant teacher. The children did not like her strict demands and the parents came to complain”.

Dan, Principal of a religious junior high school:

What will I do with these teachers once they are not supported with hours any more? Will I be obliged to go on and hire them? What about their tenure? It is hard for them to control a class or even a small group of students. Their language is not clear enough either. Larissa, for instance, was placed in the seventh grade and I objected to it. I knew she would have lots of difficulties. If I had the choice, I would not employ the immigrant teachers. Her, Yevgenia has been working for a few years and she still has many difficulties. I don't know what to say...

Silvi, principal of an elementary school:

“Their language is still a problem. Their mentality is different too, and it is hard for them to understand the students.”
Ora, principal of a junior high school:

“The main difficulties are those of the language. In addition, absorption problems of other members of the family sometimes affect the functioning of the immigrant teacher. Immigrant teachers are not familiar with the mentality of the Israeli students. They do not know how to write a syllabus. Their teaching methods are different from ours.”

Aviva, principal of an elementary school:

“In the beginning it is very hard for them to connect with the students who were born in Israel, because of difficulties they have with the language. This is the main problem. When they worked in their country of origin they ran into different problems from those they encounter here, and it is hard for them to accept the behavior of Israeli students. In my opinion, the teachers have to be better prepared for their encounter with the Israeli education system. This is not the same as accompanying them while they are working in the schools. They must practice their Hebrew in simulations and workshops”.

Pnina, principal of an elementary school:

“In the beginning, language problems create a situation in which the teachers do not feel confident, and are over sensitive. Their self-image during this time is lower than it usually is. Their adjustment is accompanied by over-suspicion, and is felt even in the teachers’ room”.

Ofra, principal of a junior high school:

“First, I will talk about difficulties in using the language. Then the lack of understanding of the Israeli mentality at school, lack of understanding of the rules and difficulties in social orientation.

Anxiety - willing to please the teachers and the principal because of fear of losing a job.”
Some teachers did not continue at the school, they could not adjust, because they could not get used to the liberal approach to Israeli education. 2 teachers left, but 10 are going on”. 

Eti, principal of an elementary school:

“Special problems? – There are none. The school regards immigrant teachers as regular teachers”.

The way principals perceive the school models of absorption

The principals asked to introduce their schools’ absorption models:

Ora, principal of a junior high school:

“Our model of absorption is conversations with the teachers throughout the year. We appoint a mentor from the staff, who guides the teacher”.

Aviva, principal of an elementary school:

“A veteran teacher accompanies every new teacher, including immigrant teachers. We have personal conversations to make sure the regulations are clear. The teacher can come to the principal with every question he has”.

Rami, principal of a junior high school:

“Personal conversations with the teachers and matching expectations. Teamwork and a mentor”.

Pnina, principal of an elementary school:

“Or model is about investing in the new teacher and supporting him all the time, getting him involved in everything, mainly in the first stages. It is very
important to give them chances to introduce their talents and skills to the teachers and the students. Offering material resources the alleviate their work”.

Ofra, principal of a junior high school:

“Personal interviews, which are profound conversations about educational approaches and the school model. Making contacts with the mentor who will accompany the immigrant teachers throughout the first year, so that the new teacher will take part in all the social events of the school. The new teacher can come to me at any time. They get my telephone number at home, so that they can share everything with me”.

Rachel, principal of an elementary school:

“We supply the new teachers with two kinds of mentoring: professional and social”.

The way principals perceive the immigrant teachers’ contribution to the education system

In addition, the principals were asked to express their opinions regarding two aspects:

• The reasons why immigrant teachers have succeeded and continued working in their schools.
• The immigrant teachers’ contribution to the school in particular, and to the system in general.

Rachel, principal of an elementary school:

“She (Olga) made an enormous change in our school, and as a matter of fact, in the town. She manages the municipal youth orchestra, and does very well there too”.
Ora, principal of a junior high school:

“We never had teachers who started and quit. They are highly responsible, industrious and of high morality. Some of them are professionals, and their skills and knowledge is of help to all the teachers”.

Aviva, principal of an elementary school:

“The teachers absorbed in our school are industrious and can teach us a lot about work and culture. Take Gadi, for instance. He is a music teacher who managed to form an orchestra. Children like to go to his classes. We need these teachers badly, but we have no budgets for them. Those teachers who could not adjust simply left the system and found other occupations. Being a teacher in another country is not simple at all”.

Pnina, principal of an elementary school:

“High levels of motivation, investment and dedication to the students characterize teachers who remained at school. They feel committed to their profession. They have good contacts with the staff, and contribute way beyond what is demanded. They have positive personalities; initiative and they contribute their share to all school activities. Their personal talents are felt in the school life. They cooperate with all other teachers. I personally appreciate the immigrant teachers' work. It seems that the investment in their absorption is fruitful, and I enjoy it. For instance, there was a competition of English in town. Our English teacher was very active with the students and was highly praised. The math teacher led school representatives to the municipal mathematics championship and we won. The school also won a music competition”.

Ofra, principal of a junior high school:

“In my opinion the contribution of immigrant teachers was to forming real ties between the children, the parents, the school and the children, teachers and parents who are native Israelis. They made us understand the difficulties of immigrant students, so that we could help them more. They helped us understand the parents‘ difficulties, so that we could support them. I am interested in absorbing more immigrant teachers. I believe in what they can contribute, in their abilities and in our ability to absorb them”.

Rachel, principal of an elementary school:

“It all depends on the teacher’s personality and his ability to adjust to the school’s educational approach”.

Silvi, principal of an elementary school:

“Immigrant teachers have good connections with the students. They are motivated and have initiative. There were some areas where I could not find native Israeli teachers, and the immigrants have certainly done well in them”.
Findings 6 – Findings beyond the research questions

This chapter will introduce findings that are not related directly to the research questions. These findings are all the result of the writer’s practical experience as an inspector in charge of absorbing new immigrant teachers in the northern district of the Ministry of Education.

The findings in this chapter describe the department of new immigrant teachers’ absorption within a larger organization: The Ministry of Education: the organizational structure of the department and other factors that affect the absorption of new immigrant teachers. Following are the Israeli models of teacher absorption in various districts as well as the northern district’s model of mentoring and supporting new immigrant teachers (in-service training).

The department of new immigrant teachers’ absorption

In 1989 it was clear that the extent of immigration was very large (hundreds of academicians with teaching certificates applied to the Ministry of Education in order to find teaching positions).

The Ministry of Education established units that would deal with the absorption of immigrants and broadened the activities of the department of absorbing immigrant teachers. The department management has devised a set of regulations on the national and district levels, for each stage of absorption and hiring immigrant teachers. In addition the management has determined coordinating policies for the various absorbing factors.

An inspector was appointed in every Ministry of Education region, to whom the new immigrant teachers who posses a teaching diploma are directed. This inspector has to direct and mentor the new immigrant teacher during all phases of his absorption within the education system.
The phases, which were determined, are as follows:

1. A personal interview and an acquaintance conversation with the new immigrant teacher at the Ministry of Education, for the purpose of obtaining relevant information.

2. The opening of courses for adjustment to teaching in Israel.

3. Direction for slotting into work (after the completion of the course or in those cases where there are no courses in certain subjects).

4. The allocation of resources to schools which absorb new immigrant teachers (During the first year/years of teaching in Israel the Ministry of Education encourages the absorbing school by means of the addition of hours to the school’s job slot). See appendix-The Director General’s circular).

5. Mentoring in the absorption of the new immigrant teacher (the teacher will be mentored by the college and/or the inspector during his first phase at work, and will get help).

6. The opening of courses for the completion of new immigrant teacher’s qualification (supplementary examinations).

7. The provision of further training courses for the completion of missing knowledge in the fields of curricula, teaching methods, improvement of the knowledge of the Hebrew language, and knowledge of the country.

Diagram 4.17 depicts the organizational structure of the Ministry of Education, in order to understand the place of the New Immigrant Teacher’ Absorption department.
Diagram 4.17: The organizational structure

(The New Immigrant Teacher’ Absorption department within the Ministry of Education).

The Ministry of Education consists of units organized as administrations (Each administration is headed by an executive manager) and geographical districts headed by autonomous managers. Diagram 4.17 shows the place of the department of absorption within the administration of teaching personnel. The inspectors in charge of absorption of immigrant teachers in the districts are supervised by the district administration and the head of the department of absorption in the head office in Jerusalem.

The organizational structure of the department could also be presented in terms of the objectives and methods of action as they appear in Diagram 4.18
Diagram 4.18 – The inter-ministry interaction of the department of absorption

The figure presents the centrality of the department in the district, while four streams affect it: the immigrant teachers, Head office decisions, district needs and the requirements of schools.

1. The immigrant teacher: the teacher comes to the district office with his demographic details: age, gender, education, experience in teaching, positions towards education and teaching, personal ability to adapt and adjust, personal motivation, a desire to succeed and so forth.

2. The Head office: determines the policy of absorbing new immigrant teachers in Israel according to government policies, allocates funds, determines criteria and priorities and the regulations of certifying teachers to teach in Israel.

3. The district: Determines district policies, allocates funds on the district level, coordinates between the department and other departments in the
district such as the finance department, teaching personnel, in-service training department and so forth.

4. Schools: the schools raise their needs for teachers in the different subjects, they determine the school policy of absorption and the coordinators. They report on the use of resources and the immigrant teachers’ adjustment to the framework of the school.

5. The department of Immigrant teachers: counseling and training of the Immigrant teachers; directing them to appropriate courses; developing adaptation to teaching in Israel courses; placing teachers in schools, mentoring and supporting the immigrant teachers, allocation of funds, guiding and in-service training, special projects, inspection and reporting to the district and the Head office in Jerusalem.

Likewise, the existing organizational environments, such as politics, law, economy and society, as shown in Diagram 4.19, influence the department of immigrant teachers.

*Diagram 4.19: “Organizational environment” (Factors affecting the activity) – the department of immigrant teachers’ absorption.*
1. **Other Government Offices** affect the activities in the areas off budgets (The Ministry of finance), The housing (the ministry of Housing), welfare (The ministry of Welfare and Employment) and so forth. These offices affect the immigrant population in general, including the immigrant teachers all over the country.

2. **Political parties** (headed by the immigrants’ party) are interested in promoting their people and interests within the immigrants’ population. Since the immigrants constitute an intelligent, educated population, they are a public, which can be easily affected.

3. **The Teachers’ Trade Union Organizations** are involved in the doings out of the interest to look after the professional interests of the immigrant teachers as a population that needs extra protection due to their difficulties.

4. **The Teacher Training Colleges** are involved by offering the adaptation courses, thus affecting this population.

5. **The Local Authorities** have various local policies (such as encouraging the absorption of immigration in order to enlarge the settlement and raising the cultural level, or indifference due to fear of “strangers”).

6. **Community organizations** are interested in developing defined areas of activity (sports, music and so forth). Therefore, they also affect this population.

**Models of the Absorption of New Immigrant Teachers**

The profession of teaching requires, in the State of Israel, as in many other states world wide, the reception of another license in addition to the formal education in some field of instruction (See Appendix 3).

The Ministry of Education performs the licensing in the field of education and teaching in Israel: An Israeli student who studies education acquires the right to a
teaching license in one of two ways:
Pedagogic studies as part of the teaching course at teacher training colleges. Studies for a teaching diploma as part of the teacher training course at the Faculty of Education at a University, in addition to the acquisition of an academic degree in a relevant field of knowledge.
In addition, qualified teachers who immigrate to Israel from various countries have to have some training in order to obtain an Israeli teaching license.
The department of the new immigrant teachers’ absorption at the Ministry of Education developed a number of models of training new immigrant teachers for getting an Israeli teaching license. Finding the suitable model for this or that new immigrant teacher depends upon his pedagogical past and upon his training in his country of origin.
As a rule - getting the Israeli teaching license is depends upon five parameters, described in the following diagram:

*Diagram 4.20 – Parameters in the Absorption Model of New Immigrant Teachers*

1. **Pedagogical training** – a teaching certificate that the teacher gets when he graduates abroad.
2. **Education in the field of discipline** –
3. **Hebrew subjects** –
4. **Methods of teaching in Israel**
5. **Practical experience** – a certificate testifying for the teacher’s training in the specific discipline.

4. Methods of teaching in Israel: in order to teach the subject, the immigrant teacher has to learn the methods of teaching the subject in Israel.

5. Practical experience – the immigrant teacher has to do some practical teaching during his training in order to know the ways of working in the field, become familiar with the possible difficulties and try to overcome them during the course.

The new immigrant teacher who arrives to Israel” brings along “ experience in the professional and pedagogical fields (parameters1 and 2) therefore he needs to complete the other three parameters (3,4,5).

The new immigrant teachers’ adaptation to work within the Israeli education system is performed according to 2 main models:

**Model 1**
This model includes within it the 3,4,5 parameters within the framework of the concentrated courses (adaptation to teaching in Israel – see 2.4.3: Training and Qualification ) which last approximately for one academic year, as a phase prior to the new immigrant teacher’s embarking upon pedagogical work (Pre - service Training). Courses of this type are opened according to the New Immigrant Teachers’ Absorption Department at the Ministry of Education decision, and are held at teacher training colleges. At the end of the course the teacher has to pass the governmental examinations in all the subjects learned within the course.

**Model 2**
This model is intended for those teachers who were absorbed into work within the formal education system, without an adaptation course for teaching in Israel. This model includes the acquisition of the fourth parameter ( the “ compulsory” subjects for all new immigrant teachers : Bible Studies, the Hebrew Language, Hebrew Literature, Civics, The History of the People of Israel and the Traditions
of Israel). According to this model the courses are short and modular: 4 out of the 6 subjects are learned during the summer holidays and the other two- once a week, in the afternoons, for one school year. It is possible to enroll in a course at one of the two dates, and at its’ completion the teacher has to pass the examinations in all six subjects.

**Other Models**
There are a number of additional models, but they are rarer. In Jerusalem, for example, there are courses for the adaptation of English teachers in a format, which combines models 1 and 2.: the new immigrant English teachers (English as a mother tongue only) are integrated during part of the week in teaching at the schools, and during the rest of the week they study in the adaptation courses. Studies according to this model may last two years or more.

Another model for the training of new immigrants to teaching is also in the field of teaching English: young immigrants from English speaking countries, with academic degrees in various fields are trained to teach English within the framework of a teacher training college for three semesters.

In addition, the Department of the Absorption of New Immigrant Teachers holds, from time to time, courses for the training of teachers of required subjects within the education system, such as teachers of safety on the roads, people who bridge between the community and distressed new immigrants communities.

**The northern district support model**

The current study is “action research”, “in” and “on practice” (Schon, 1988; Donald et al., 1995 Elliot, 1995; Lomax, 1999). That is why I decided, as an inspector in charge of immigrant teachers, to establish a district support system as soon as I learnt about the small number of immigrant teachers who participate in the mentoring project.
The support system developed in this research is a support in-service training for immigrant teachers (See Appendix 5). The course is a one-year course and its objectives are:

1. To help the professional and social adjustment of the immigrant teacher in the formal educational framework.
2. To teach the teaching methods acceptable in Israel.
3. To bring immigrant teachers closer to society and culture in Israel.
4. To create a mutual support system of the immigrant teachers as unique group.

Some of the subjects dealt with in the course:

- Foundations of class management: interpersonal communication: techniques and tools, communication, schematic models of communication, dealing with conflicts, feedback.
- Rhetoric’s and body language: the power of body language, inter-cultural differences, the impact of the environment on communication, body language in action, perceived body language.
- Educational leadership – models, relative and behavioral charisma, motivation by inspiration, intellectual stimuli, personal development, rewards pending on performance, and so on.
- Sources of authority – roles, position, status, sociability, and identification.
- Dialogue – language and posture.
- Inner reflection – tools and methods.
- Main issues in class management.
- The teacher as a staff leader – staff, team work, stages of staff development, the teacher and leadership within the staff, dealing with problems in staff development.
- Coping with stressful situations: patterns of stress, tools for relieving pressure, tools for relieving inter-cultural pressure.
Coping with discipline problems – mapping discipline problems, mapping the reasons for discipline problems in class (teaching methods, context, and adaptation to various populations, gaps and more). A personal coping map.

The belief that accompanied the support system was the recognition of the importance of such a system, not only to the immigrant teacher, but also to the education system as a whole. Teachers had 14 workshops in the course of the year. They met experts and Ministry representatives and discussed their experiences, while creating a mutual respect and trust. This system enabled the construction of a support system, encouraged cooperation and problem solving. It encouraged the recognition of the need to discuss problems and involve the support group. A substantial part of the meetings was devoted to moral and emotional support. The meetings with the participants enabled us to identify the immigrant teachers’ needs to get support and guidance.

The teachers were trained to use computer skills in order to:
1. Develop an in-service system for the enrichment of Hebrew and online activities in Hebrew.
2. Establishing a support system for the absorption of new teachers through online discussion groups.
3. Acquiring computer communication skills.
4. Acquiring techniques for accessing relevant and up-to-date information.
5. Opening a fast, bi-lateral communication channel for immigrant teachers and their colleagues, their mentors, the inspectors and the district.

Wishing to improve the support system led to the need for constant feedback about the sessions in order to learn and draw conclusions regarding the planning and carrying out of these courses according to this model. The last session of the
course was a feedback session, relating to the objectives presented in the beginning of the course.

Following are questions and answers from the feedback sessions:

1. What did you gain from the mentoring project?
2. What do you think about the way the workshop was run?
3. What can be added to the course?

Orit: This course was the only one out of three in which I participated with joy, because I knew that it would help me solve my problems, and I think what I say here, I say for all the participants. I got working tools and felt that there are many people who share my feelings and my troubles. I sat through all the sessions and was amazed how you could make sense of the mixture of the things we said. Thank you.

Ida: The atmosphere in the workshop allowed openness and free expression of our feelings. I happily take with me all the things we learnt here. I am going to use what we have learnt here in my kindergarten.

Vika: I am happy to have taken part in this course, that people understand what I am talking about. This leads me to thinking about my job. I wish I could have a course like that every year. It is very important.

Frieda: I became very confident, and learnt that my inner work has to continue all the time. It is important in order to obtain the desired results. This workshop is suitable for my feelings and my objectives.

Rachel: I believe that I learn something from every course I take. The truth is that it is good to hear other people, and take whatever I think is good for me. Everything said here is taken positively, and this is my way too. At first I
thought that nothing would come out of this course. Later I felt that the opposite was true, and that is how it should be.

**Polina**: I have always wanted to come here. These hours are like psychotherapy. I have to think how to answer my own questions. The discussions are good. What does our figure tell us? A lot, and you, the mentor, set an example.

**Lina**: We did not have enough computer communication. Our knowledge of computer is not enough. There has to be more knowledge, more experience of becoming familiar with the computer. You gave us tools to cope with stressful situations. Thank you.

**Slava**: Every teacher has problems. One must compromise, be tolerant and patient. You have to be humane in class and everywhere else.

**Maria**: The atmosphere was very pleasant. It was not easy at first. Now I would like to say that every once in a while I felt that I had to overcome difficulties, know more and more about the difficulties and about the tools that help us overcome these difficulties.

**Svetlana**: The good thing is that I heard many examples of cases like the ones I had at work. It helped me at work. After other courses I felt tired, but I did not feel tired after this course. Thank you.

**Rosa**: It is true that the course was well organized. I will talk about the disadvantage. There was not enough observation, and this workshop could continue by observing teachers at work. There is not enough communication. There was a lot of talking “about”. We need more experience in the field.
Israel: I agree with everyone. I feel that I have changed since the beginning of the year. I know that you can get out of a lot of difficult situations. The most important thing is that we had a lot of important thoughts here.

Boris: This is so good that I had a chance to participate in this course. I acquired the knowledge to look at things from a few points of view. Sometimes it is good to do that.

Ludmilla: You have managed to put color in my life.

Svetlana: We have improved our language. Thank you for everything. What have I gained? I learnt to view my problems from other aspects.

Bat-Sheva: I am happy that I am here. The longer I have been in the country, the more I identify with people here. I have the same problems that everyone has. I learnt to stop and think, to compromise more.

Lila: I am happy to have participated in this course. We have to continue painting our world in color, so that the bad things will be pushed back. Thank you for having us with our problems and our language. You are an example of a teacher. Continue being like that. Thank you.

These meetings led to an atmosphere of openness and understanding among the immigrant teachers. The atmosphere of open and candid dialogue allowed teachers to speak freely with no fear, because they knew they were part of the “crowd” and that their difficulties were like those of the other participants. Teachers were not afraid that they would be mocked because of their Hebrew, and that their openness would not hinder their chances of moving on with their jobs.

The discussion chapter will assess the model presented in this chapter from the aspect of being suited or not suited to the objectives of the organization.
Chapter 5 – Discussion of Findings

The objective of the discussion chapter is to reflect on the focal aspects of findings of the research and interpret them. The discussion is based on the literature review and additional literature relevant to the findings. An additional objective of the findings is to verify and confront findings while trying to explain a certain finding according to other findings.

First there will be a discussion of the findings regarding each research question, and then a comprehensive discussion of the findings. The discussion of the “Findings 2” (the stories of new immigrant teachers) is integrated in the comprehensive discussion and according to the research questions. In addition to the research questions, the research came up with more findings, which were not defined in the research questions, but are significant. These will be presented in a separate sub-chapter.

Discussion concerning the Findings of the First Research Question: Perception of the Immigrant Teacher’s Difficulties.

The main findings:

1. The difficulties of immigrant teachers are varied and numerous. The research findings reflect five prominent difficulties in a descending order: difficulties in adapting teaching methods to various populations (disadvantaged children, gifted students, slow learners, new immigrants, students with discipline problems), difficulties handling discipline problems, difficulties working with abnormal students (with learning disabilities and so forth), language difficulties and difficulties in relationships with the parents.

   The lowest level of difficulty is the adjustment to teaching in Israel,
diagnosing the class and the levels in it, planning the teaching and adapting to the school.

2. The other research tools caused the teachers to mention other difficulties, such as the difficulty in finding work as teachers, fear of the image they have in Israeli teachers and pupils eyes, fear of the principal and the inspectors, difficulties in getting full time jobs (once the support of immigrant hours no longer continues), difficulties due to teaching in difficult classes, financial problems, difficulties in being accepted to the adaptation courses and adjusting to the curriculum in those courses.

3. According to the headmasters’ perception of the new immigrant difficulties, the principal hardships are: language problems, difficulties in adjusting to the liberal mentality prevailing in Israel as well as to the rules and regulations of school, difficulties in teaching a full size class and fear of having to stop working and losing a way to earn a living.

4. The greatest help immigrant teachers can get is in the areas of language and being familiar with the rules and regulations of the school.

5. Regarding the comparison of difficulties according to demographic data such as gender, education, age, and seniority in teaching abroad, seniority in teaching in Israel, and marital status – no significant differences in difficulty level as perceived by the teachers were found.

6. A significant difference was found in the perception of the difficulties in class management and adjusting to the school between teachers who participated in the adaptation course and those who did not. Teachers who did not participate in the adaptation course reported more difficulties than those who did.

7. The ways in which immigrant teachers cope with the difficulties raised in the research were: motivation to succeed in the profession of teaching, love for the profession, a supportive atmosphere at school and being given a chance by the state and the school as well as the support of the principals.
Perception of the immigrant teachers difficulties

There is a difference between the way immigrant teachers perceive their difficulties and the way other people such as principals perceive them. Language difficulties and difficulties in coping with discipline problems are ranked first by principals, while immigrant teachers ranked these rather low in the research questionnaire. However, in the other research tools (interviews, discussion, focus group), these difficulties were ranked as the main ones by the teachers. Conversations with the immigrant teachers and workshops for the participants revealed that teachers point to language difficulties, planning lessons and coping with discipline problems as the main sources of obstacles on their way to integration.

While the findings of the various research tools point to language barriers, discipline and mentality as the main difficulties, the answers to the research questions hides this difficulty. Language barriers are in the fourth place, and dealing with discipline problems is not the first on the list either. Planning the lessons is in the 16th place.

It is worthy to note that numerous studies (Mor, 1995; Peled, 1997) reveal that such difficulties as mentioned by the teacher (except language difficulties) occur with non-immigrant teachers in the first years of teaching.

It was also suggested (Sabar, 1994; Melat, 1997) to treat novice teachers as if they were immigrant teachers. On the other hand, Michael (2000) suggests that immigrant teachers should not be treated as novice teachers. Her findings reveal that immigrant teachers are mature and experienced and their difficulties are not necessarily characteristic of those experienced by novice teachers. There are some areas of difficulty, such as class management and discipline, where it is possible that immigrant teachers experience the same difficulties as novice teachers, compared to situations where the immigrant teachers teaches a class of immigrants, or a class that has many immigrants in it. Here, there are findings suggesting that the situation of the immigrant teachers is different from that of novice teachers. Therefore, one must not draw the conclusion that systematic
treatment of immigrant teachers’ absorption should be identical to that of the novice teachers.

The current study supports and confirms the approach suggesting that immigrant teachers should not be treated as novice teachers, but have to follow a mentoring and support model.

Language difficulties

Numerous studies report (Damien and Rosenbaum-Tamari, 1996) that the ability of immigrants to read Hebrew is lower than their abilities to speak. Zemach and Weisel (1996) report that 39% of the immigrants of the 1990’s can hardly converse in Hebrew. Ben Raphael (1994) also found that most immigrants could barely carry out tasks such as writing a personal letter or reading a book in Hebrew. 88% of the teacher in the study pointed out that Russian is the man language that they use.

Language is a key tool used by the immigrant teacher in his work at school. It is likely that the system uses this criterion to accept or reject immigrant teachers. That is why those that are accepted and survive have a rather good mastery of Hebrew.

Other studies found a correlation between age, seniority in Israel and the level of Hebrew (Damien and Rosenbaum-Tamari, 1996). Successful learning of the language accelerates integration. It was found that teachers whose Hebrew is good have less difficulties in teaching, and that control of the language is one of the measures of professional successful absorption.

Language as a means of communication - Fine (1993) assessed the Russian immigrants’ habits of using the media. It was found that half of them watch the news in Hebrew at least once a week, but most of them prefer to listen to the Radio in Russian, and 16% of them use broadcasts in Hebrew as their source of information. The tendency among immigrants is to regard the radio as the main medium of communication in Hebrew.
Michael’s study (2000) reveals that the more immigrants use Hebrew, the less difficulties they have in teaching. It was also found that the less difficulties in teaching, the higher the level of satisfaction the immigrants have with their lives in the country. It seems that these are stages in the process of cultural adaptation as stated by Taft (1988). Adaptation means that a person has to learn and adopt new norms, customs and language. The success of the process is measured by the level of satisfaction expressed by the immigrant, and the way he perceives his future in Israel (Semionov et al., 1993; Elitzur and Elitzur, 1975).

It is possible that immigrant teachers are a “private case” of a profession, which requires good mastery of Hebrew. Teaching demands a high level of mastery of Hebrew, that although the immigrant teachers speak better Hebrew than their peers who work at other professions, there is still a wide gap between the immigrant teachers’ ability to express themselves in writing and the demands of the principals, the students and their parents. The latter are sensitive to every mistake in expressions, be it oral or written, and even to the foreign accent. It is clear, then, that the immigrant teachers are “between the rock and the hard place”, between his good mastery of Hebrew compared to other immigrants, and between the low level of Hebrew according the demands of the education system.

**Discipline and coping with discipline problems**

There are three philosophical theoretical approaches to the issue of discipline (The Sald Institute, 1994).

1. An approach placing the individual in the center. According to this approach a child must be allowed to act as he pleases bearing in mind the restriction saying that society has the right to prevent individuals from hurting others.
2. An approach that places society in the center. According to this approach the individual has to adapt to the demands of society. Discipline is complying with the norms determined by society.
3. An approach that places the individual in the center without giving him full autonomy. According to this approach, the teacher determines the norms according to which the child is expected to behave, but the norms are determined according to the needs of the children rather than the needs of adult society (Bar-Lev, 1984).

The term discipline evokes the association with a firm hand, orders and even punishments, but the contents and essence of discipline in education is different. Smilansky and Bar-Lev (1984) maintain that the goal and outcome of education is the development of the will to comply with the requirements of society and accepting its authority.

The children’s psychologist Dodson points to the connection between the terms discipline and disciple, which means that to discipline a child is to make a student out of him. Roussau objected to external discipline, by saying that children should perform not because of being subdued, but because the have the need. Pestolucci also claimed freedom for children (Ziv, 1989).

The term school discipline directs us to the dynamic systems of rules and norms that create the class climate and proper school life. Children who go to school are influenced by the environment: their classmates, the neighborhood, characters in electronic media – and he tends to imitate characters of status in society. There is a need to exploit this tendency to imitate and get the children to imitate positive characters and behaviors. Good discipline is based on the complete freedom to express feelings. The child must understand that he is accepted, but sometimes his negative acts are rejected. The deed rather than the doer should be denounced.

Coping with discipline problems is one of the main problems of novice teachers, immigrant teachers as well as veteran teachers. Immigrant teachers are well aware of their difficulties in class management and coping with discipline problems. Even though they did not suspect that would be the case, their encounter with the Israeli school reality disillusions them. These difficulties derive from the difference in discipline between Israel and Russia, but also from the fact that immigrant teachers are coping with other difficulties such
as self image, language barriers, anxiety regarding making a good living and adjusting to society around them.

The current research presents data regarding the ways immigrant teachers coped with their difficulties, mainly by being highly motivated, wishing to succeed and make efforts. If those efforts were supported by their environment (family members, the community and especially the school), coping was much easier and more efficient. Other factors that contributed to coping were participation in an adaptation to teaching in Israel course, the recognition that learning the new reality and adjusting to it is a must more important than preserving old habits.

Discussion concerning the Findings of the Second Research Question: The perception of the school as a tool for the professional integration of the immigrant teacher and his coping with the difficulties.

The main findings were:

1. The main people who helped the immigrant teachers integrate were the principal and fellow teachers.
2. There is a correlation between management style and school atmosphere and the immigrant teachers’ satisfaction with their integration in the school: democratic management and climate contribute to greater satisfaction.
3. The teacher’s satisfaction with his integration increases when the school is perceived as well suited for their absorption and as the immigrant teachers form better contacts with the school.
4. Positive attitudes on the part of the school and the teachers’ satisfaction with their integration in school affects his decision to continue teaching positively, and lowers interest in professional re-training.
5. Teachers who were helped by the principal expressed more desire to remain in the teaching profession than those who were not helped by the principal.
6. The satisfaction and feeling of integration are higher with the immigrant teachers who participated in a mentoring project than with those who did not.
7. School principals perceive immigrant teachers as professional, with initiatives, hard working, industrious, and motivated and of high morals and values. In addition, principals reported various models of school support.

8. There is no correlation between the way teacher perceive the support given to them and the way principals perceive the support they give to the teachers.

The perception of integration

The discussion of professional absorption of immigrants from the former U.S.S.R from the point of view of the human capital that they have brought with them has to do with the level of education, which they have acquired before immigrating to Israel. It also depends on the quality of this education, the training they have gotten through work, their specialties, knowledge of languages and so forth. The immigrant teacher assesses the success of his integration at work according to the time it takes him to find employment, the kind of employment he finds, the suitability of employment to the work he did before coming to Israel, the level of his salary copper to the salary he earned before coming or compared to that of veteran Israelis. Immigrant teachers have expectations in these areas, and their satisfaction is affected by them. Nevertheless, the transfer to a new environment offers opportunities to develop their talents and qualifications. They may use their skills to the fullest. The process of the immigrant’s absorption in the work market involves a transition period, in which the immigrant teachers become familiar with the condition of the new environment (language, financial arrangements, work frameworks, customs and so forth). They invest a lot in finding suitable jobs, and might change jobs until they find a stable one (Leshem, 1997).

As stated by Taft (1988), adjustment means that a person is required to learn and adopt new norms of behavior, to have social connections with new people, to observe and learn new customs, to acquire new customs and a new language. The success of the process is measure by the level of satisfaction expressed by the immigrant and they way he regards his future in the country (Semionov et al,
These findings confirm the research hypotheses regarding the correlation between social and professional integration in Israel.

Piness (1984) lists social needs required by the human being:

- **Attention** - most people like teachers who generally provide a listening ear to others.
- **Professional support** - by colleagues, superiors, inspectors, management, etc.
- **Professional challenge** - appreciation or criticism of their work from commissioners or colleagues.
- **Mental support** - i.e. unconditional justification and support of their work and emotions.
- **Mental challenge** - i.e. objective reactions in accordance with the work, criticism, praise or challenging.
- **Common world perspective** - meaning, sharing experiences with more people who go through similar experiences.

Social support is the workers' perception that the people around them including the direct commissioners (manager, instructor supervisor and colleague) are willing to provide them with practical support, information, a sense that they can handle the work demands as well as expressions of sympathy, understanding and acceptance.

An immigrant teacher who wishes to continue teaching in the new country, although he got there without basic knowledge of the language or the school culture, has to make many efforts during the process of his absorption, but it is important that there is an external factor that will support him in his first years and help him to integrate in the formal system according to his professional and personal qualifications.

Research of immigration discusses the stages of transition from one culture to another, which are part of a long and complex process of cultural adjustment that immigrants have to undergo. The members of the local culture also undergo a
process of cultural adjustment. This requires great resilience on the part of the immigrants, and each of them has his or her own formula of adjustment.

Hannigan (1990) defined adjustment as a process of being in harmony with the new culture, improving performance and increasing interaction with people from the absorbing culture. In the context of school, consulting with colleagues can serve as a measure of professional adjustment. The immigrant teachers need both social support from his colleagues and professional support from the inspectors and the psychological services. He needs practical aid, a listening ear, and emotional support through empathy and understanding. According to the theory of organizations (Argyris et al., 1996; Levi, 2000), the goals of a mentor within the organization is to help people realize themselves, reach their goals both personal and professional according to the organization’s credo and with the help of the organization. Thus the organization will reach its goals through the successful individuals.

The current research has also found that the support given to the immigrant teacher by the principal and the staff has great impact on the feeling of integration, satisfaction and success for the immigrant teacher in the school. This is true both for teachers supported by the college where they took the mentoring course, and those who did not get this kind of support, but received a great deal of support from the principal and colleagues. In addition it was found that immigrant teachers perceive their success in their work as successful integration in Israeli society.

The immigrant teachers’ integration in school.

According to the literature, it seems that immigrant teachers need to be supported during their first year of teaching in Israel, and perhaps over a number of years. As proposed by Galin (1989), immigrants from the former Soviet Union in their adjustment to work. The absorbing authorities deal with housing and employment, but do not pay attention to the next vital stage: adjusting to the
place of work. This stage affects success or failure of the immigrant at work and in general.

Galin recommends “establishing immigration centers at all places of work, which will care for the problems of immigrant workers and their gradual adjustment by providing personal support” Erlich (1992) emphasizes that immigrant teachers who start work need to be supported and that “it is good that this issue has seeped into the consciousness of the deciding factors”.

Until recently very few studies were conducted about the issue of the integration of adult immigrants with academic education in their places of work. A pioneer study in the field was conducted by Michael (2000) does examine the immigrant teachers’ integration in schools, but the research tool used was a questionnaire, and apparently, according to this research, there is no correlation between the findings obtained by quantitative tools and those obtained by qualitative ones such as interviews, observations, focus groups and so on.

This research presents the immigrant teachers’ references to the issue of the support they received at school during their first years of teaching. They had criticism on the way and the context of this support. Sometimes there was no support at all, there was no will to help them, there was no understanding that the way has to be paved for the immigrant teacher.

Teachers who told about their first steps in Israeli schools emphasized the difficulties.

1. Not being familiar with their rights and duties, such as what are the permitted punishments, differences in expressions of respect or disrespect for the teacher, different mentalities.
2. Lack of support and help in the school. The feelings of social isolation and lack of self-confidence.
3. A state of no choice, where they accept any work though unsuitable.
4. Immigrants’ difficulties that affect the intensity of the difficulties: being accepted to a course, traveling far, buying an apartment, coping with
studies in the courses, learning the language (it is hard to learn a new
language, especially at the level required of teachers).
5. A reality in which they have to take all kinds of jobs during training and
sometimes in addition to the work in school in order to make a living.
6. Low self image, the feeling of “everyone is against me”, sensitivity to
criticism and difficulties in coping with expressions that they regard as
humiliating.

In addition, the immigrant teachers emphasized difficulties in integration:

1. We get classes that no other teacher wants to teach. That is the way to
fail, not to succeed.
2. They let us do remedial teaching instead of regular teaching.
3. We play supporting roles at school.
4. Every year I am transferred to another school. I have to start fresh all the
time.
5. My job is divided between two schools. I don’t feel that I belong.
6. When there are not enough teaching hours, we are the first to be ejected
from the system.

Immigrant teachers also talked of the help they got from the staff as the most
important factor in their successful integration and significant help in coping
with the difficulties in integrating.

• Being accepted to work at a school and feeling that you belong
with the ”teachers status” as a social stats contributed to coping
with difficulties.
• The help provided by the principal and the staff, the knowledge
that the state accepts me as a teacher, respects my experience and
gives me the tools to fit in.

Regarding the preferred kind of support, the findings of this research reveal that
most immigrant teachers prefer to be supported in the schools where they work,
mainly from colleagues or school officials such as the principal or coordinators.
As for the ways of support, about half of the teachers prefer set personal
meetings with their mentors. These findings are in accordance with the second part of the mentoring model suggested by Mor (1992): “A fellow teacher to every immigrant teacher, preferably from the same school”. This subject will be discussed in detail in the discussion of the third research question.

It is very important to note another finding, which is the impact of the number of help providers that the immigrant teacher has in his first year of teaching in Israel on the feeling of satisfaction and integration (See “Findings 1”). It was found that there is a correlation between all the factors, and one might conclude that the more teachers are involved in the immigrant teacher’s absorption, the better the integration, and perhaps the quicker. In this way, immigrant teachers can integrate in their teaching jobs, in the staff and in society.

The role of the principal

Principals play one of the leading roles in the integration of immigrant teachers in the school. They are responsible for the teachers’ ties with external factors (parents, the Ministry of Education, the ministry of Absorption). It was found that the principals’ approach to absorption and their perception of the change in the schools do affect the success of the integration. Immigrant teachers have fewer difficulties when the principal’s approach is towards integration, as presented by Tatter (1994), Izikovitz and Back (1991).

Teachers who got from the principals expressed more desire to remain teachers than those who did not get help.

From the interviews with school principals during the research we can learn that:

- Principals have a high regard for the work done by immigrant teachers: “It is obvious that the efforts made for their successful absorption have been fruitful”.

...
Principals believe in the immigrant teachers’ ability to integrate and contribute. They also believe that it is the school’s duty to help them.

Principals appreciate the contribution of immigrant teachers to the connections between immigrant parents and students and the teachers in the school.

According to principals, the teachers’ successful integration depends on the teacher’s personality and their ability to adapt to the educational approach of the school.

Principals listed the unique properties of immigrant teachers:

- High level of professionalism.
- Contributing to the stuff and the subject matter, cooperation with the staff “Schools need these teachers and the fresh spirit they bring with them”.
- They are industrious, have motivation and they are devoted to the students. They feel commitment and have the highest demands of themselves “One can learn from them about work values and culture”.
- They are willing to help all the teachers: “Immigrant teachers are usually of positive personalities. They initiate and contribute their share to all school activities. Their personal talents are expressed in the school life”

Principals introduced various models of supporting the immigrant teachers. It is likely that not all schools offer the same support, and that each school selects its own model according to management style and school climate. In some of the schools, principals could present some model, although the teachers there “absorb themselves”. The instructions for absorption are published in special directors’ bulletin (See: Appendices 4) and a detailed letter is sent to each school that gets special allocation of funds for the absorption of immigrant teachers.

The model presented in Diagram 5.1 is a model that shows all the school support ways as described in this study according to the findings.
Diagram 5.1: The model of “Eight Supports”

The model of eight supports is an optimal school model and was developed according to the findings obtained in this study. Principals presented the areas in which support was given.

- The support of the school principal – the principal has talks and feedback. He is open to requests and suggestions, listens to the needs of the teacher.
- The support of a colleague – A veteran teacher from the school mentors the immigrant teacher.
- The support of the staff – the entire staff is involved in the absorption process.
- Emotional support – help with everything that has to do with customs and mentality.
- Social support – involving immigrant teachers in the social activities.
- Resources – up-to-date teaching methods, being familiar with the curriculum, pedagogical meetings.
- Technical support – being familiar with the school related regulations, dos and don’ts and so forth.

It might be safely said that this model, had it existed in reality, could be ideal for supporting immigrant teachers in the various schools. Some schools work according to a similar model or parts of it.
Discussion concerning the Findings of the Third Research Question: a mentoring project as a tool for the integration of immigrant teachers in schools.

The main findings:

1. The majority of the immigrant teachers did not participate in a mentoring project of the teacher training colleges.
2. Most immigrant teachers were not aware of the existence of such a project, and that is the main reason why they did not participate in one.
3. Most immigrant teachers think that the mentoring project should be obligatory for immigrant teachers in their first year in Israel.
4. Immigrant teachers who participated in the mentoring project, and those who did not prefer to be mentored by a veteran teacher from their school, and be supported by the principal rather than participate in a college project.
5. Immigrant teachers that participated in the mentoring project stated that the project did not match their expectations, was too short and did not deal with the unique problems of immigrant teachers.

Immigrant teachers and the mentoring project

As discussed in the literature review, the significance of mentoring during the first years of the education and instruction work is nowadays the focal point center of the issues which engage education systems and teacher training institutions both in Israel and in many other countries throughout the world. Much was said in the field of the educational research about the new teacher’s difficulties in tackling the educational and instruction problems during the first few years of his work (Mor, 1992; Peleg, 1992). In Odell’s opinion (Odell, 1988), models of mentoring project are supposed to encourage teachers not to retire from the profession of teaching, to be more open to receiving support, and
to enable them to concentrate more upon the instruction process and less upon the marginal problems of organization and discipline.

Erlich (1992) joins this estimation and stresses that the “mentoring in absorption” helps in a number of important aspects, such as:

- The very knowledge that it is possible to get help adds confidence.
- The individual counseling helps and to solve urgent problems.
- The group meetings enable to “unload stress”. The common clarification of problems gives the teacher the feeling that he is not the only one in the field and that his colleagues too have similar difficulties.
- The teacher occasionally needs an address he can turn to for planning and discussing ways of teaching; the mentor constitutes such an address, if the beginner teacher finds it inconvenient to consult his colleagues.

Dr. Doron Mor, the Director of the Teaching Employees’ Training and Further Training Department at the Ministry of Education in Israel initiated in 1989 a project named: “New Teacher’s Mentoring Project” (Mor, 1989) which is intended to help beginner teachers, graduates of Teacher Training Colleges during their first year at work. This project was held at the Teacher Training Colleges, and also in the Universities (in the Faculty of Education). The significance of the “Mentoring Project”, including its’ various models is in its’ contribution to the beginner teacher’s adaptation to his work, and to the prevention of dropping out during the first year of experiencing (Mor, 1992; Amir and Tamir, 1992; Ezer and Ben Yehoshua, 1992; Nir, 1993).

This study reveals that only a few of the immigrant teachers participated in a mentoring project. This data is quite concerning because it can be supposed that those 33% who did not answer failed to understand the kind of project related to and perhaps they could have been included among those who were not aware of the project's existence. This is preoccupying despite the fact that 90% of the research participants took part in the qualification course for immigrant teachers in colleges responsible for mentoring the absorption of graduate teachers (including the immigrant teachers after completing the teaching adaptation course in Israel
Despite that "geographic distance" is not provided as an optional answer, the lack of participation of some of the immigrant teachers can be probably explained by their wide geographic dispersal within the northern district and the fact that the colleges are far from the northern settlements. They have difficulty reaching the teachers' colleges due to the lack of private transportation and the fact that most of the immigrant teachers work during the afternoons as sport and music instructors among other things.

However, 80% of the research population believed that mentoring during their first teaching year in Israel is essential. This fact as well represents a highly involved group. Therefore, we may assume that lower factors would be obtained concerning the general population. It is important to learn from these findings, and understand how, after all said and done, only a small part of the immigrant teachers took part in the mentoring project.

It is possible that the answer lies in the findings regarding the preferences of the mentoring type mentioned by the immigrant teachers. The findings of the research reveal that most teachers prefer to be supported within the schools where they work, especially by colleagues and the principals. As for the way of mentoring, about half of the teachers prefer a weekly personal meeting or meetings with the mentor. These findings show very clearly that immigrant teachers prefer to be mentored at school to being mentored in a training college.

This finding is of the utmost significance especially because of the fact that the mentoring is in the hands of the training colleges, and it might be possible that a systematic change is required. Therefore, the immigrant teachers’ suggestions to improve mentoring and support were brought here. The dominant suggestions focused on a colleague as a steady mentor.

As for special needs for support, according to immigrant teachers, these needs are:

- Direction of how to be familiar with resources and in service courses in the subject matter.
Help with understanding the school climate.

Observing more lessons of veteran teachers and learn some teaching methods by doing that.

Getting more information about the rights and duties of teachers in the Israeli education system in general, and in specific frameworks in particular (religious schools, boarding schools and so forth).

One might sum-up by suggesting that mentoring during absorption can serve as a tool for the successful integration of immigrant teachers in the schools, but not in the current format, but according to the models, which the teachers prefer. That requires the education system to reorganize. Resources have to be allocated for the mentors and the development of the school support system.

Discussion concerning the Findings of the Fourth Research Question: the way immigrant teachers perceive their positions towards education and teaching.

The main findings:

1. Immigrant teachers have the same rate of conservative and progressive approaches to education and teaching.
2. Immigrant teachers’ positions are rigid in the beginning, and become more liberal as they go along.
3. The most prominent approaches in their level are the importance of learning and developing all the time, the need for the students to respect the teachers even only because they are teachers, the concept that the work of teaching requires responsibility and many work hours beyond those spent in the classroom, and the concept that students require more authority and discipline than is customary nowadays.
4. The more conservative a teacher’s educational attitude, the more difficult it is for him to plan and perform the teaching, and he also has more difficulties in his personal adaptation.
5. The more difficulties a teacher has in managing a class, the lower the teacher’s self image.
6. Teachers perceive themselves as having high levels of motivation, morality and love of their profession, a great deal of experience and high levels of professionalism.
7. Principals perceive teachers as having positive personalities, initiative and a lot to contribute, industrious, high levels of morality, motivation and professionalism. They perceive the immigrant teachers as teachers from whom one can learn a great deal about methods of work and culture.
8. There are gaps between the immigrant teachers’ self-image and the image they have in the eyes of others.
9. The teacher’s self-professional image is correlated to burnout, and to his perception of himself as a teacher in five years time.
10. The higher the teacher’s self-image, the more he is likely to continue teaching. The lower the self-image, the more interested the teacher is in changing a profession.
11. A low level regarding change of profession or quitting teaching.
12. The more difficulties a teacher has in managing a class, in teaching skills and methods, and difficulties in planning and performing the teaching, the higher his level of burnout
13. The more burnout, the lower the self-image of the teacher.
14. The demographic data of the participants: most of them have academic education and a great deal of experience in teaching. Most of them are women, and half of them are 35 –44 years of age.

**Personality properties of the immigrant teachers.**

**Demographic properties.**

The distribution of the demographic properties of the participants seems to reflect the entire population of Immigrant teachers in Israel. Therefore, after
comparing the sample with the data provided by the Administration of Information (See Chapter 3: Methodology), the findings of this research can be applied to the entire population of immigrant teachers.

This application to the entire population of immigrant teachers raises a number of difficulties, since there is room for the assumption that this group of teachers represents teachers with a higher level of motivation and desire to succeed in the system than that of the population of immigrant teachers who did not participate in the adaptation courses, it might be safely assumed that findings that reveal low levels of participation in a mentoring project indicate more of the phenomenon in the general population.

The findings reveal that the group consists of professionals of great value to the Israeli education system, and it should be blessed, as the Israeli system did not have to invest in their training, while it can definitely enjoy their contribution. The findings show:

- **Education**: 87% have academic degrees. 58% of those have Masters and PhDs.
- **Experience in teaching abroad**: 61% of the teachers have 5-21 years of experience.
- **Subject of teaching**: 44% of the participants teach sciences and computers and about 15% of them teach English (areas where many teachers were lacking before the immigration wave).
- **The age distribution of this group is such that 50% of the participants are 35 – 44 years old, which points to the fact that many of them are experienced and yet have quite a good deal of years of work ahead.**
- **76% of the participants are women, which expresses the phenomenon of feminisation of teaching in western society.**

**Attitudes to education and teaching**

As mentioned in the literature review (Shachar and Arnon, 2000), most immigrant teachers, unlike their novice colleagues, are experienced in education and teaching, a fact that was of great value to them in their countries of origin. Their frustration when they enter the Israeli system and realize that they do not
understand its rules, and that the knowledge and tools they have brought with them are of no use to them any longer is very high. In such situations, it is quite natural that they will have criticism about “the lack of education” in the Israeli system, and about the “lack of respect and distance”. It seems to them that the main characteristic of the Israeli education system is lack of discipline, which renders them helplessness against the demands of the system.

For the purpose of the current research, a “conservative” approach to education was defined as an approach that focuses on the teacher, his status, and his authority. A “progressive” approach was defined as an approach that puts the child and his needs in the center. In order to assess a conservative educational approach, teachers were asked to relate to sayings that had to do with the increasing teachers’ authority in class, reactions snubbing progressive approaches to education and friendly relationships with students. In order to assess progressive educational approaches participants had to relate to sayings that promote the status of students (See Appendices 1 and 2: Research Questionnaire, part 4).

The findings of the current research reveal that immigrant teachers have the same amount of conservative and progressive opinions, and that they change their approaches gradually. Immigrant teachers, who brought with them from Russia the respect of students for their teachers, customs of distance between teachers and students as well as distance between teachers and principals, the idea of sticking to a predetermined curriculum, talking in a silent and polite manner and so forth, led the immigrant teachers to be negatively impressed with the lack of manners, noise, mess in the class and in the curriculum: what might be considered Israeli openness, space for the teachers and freedom to consider and choose, an atmosphere of friendliness even with the principal, the style of regarding students as whole people – these are all western social philosophies, which have been regarded by immigrant teachers as discoveries of weakness, lack of pedagogical abilities and total disorganization. However, teachers did note that once they got used to the Israeli reality – they started changing and improving it, and even understanding the rationale behind it and accepting it.
In addition, teachers told of the difficulties in adjusting to the culture. It was not easy to integrate, and integration was accompanied by anguish for the immigrants. According to them, they ran into hostility, sometimes help and goodwill, and at other times indifference and carelessness. Things are always described as perceived by the immigrant teacher, even if people might have meant differently. It was stressed that successful integration does not depend only on the absorbing environment, but also on the efforts made by the immigrant teacher to integrate in this environment, which at first seems strange, removed and unfamiliar.

Some teachers stated that the teacher’s educational character and his ability to teach are the most important aspects in any educational reality – a teacher has to be above all a child loving person, a person who likes culture and books, a person who likes to learn and is willing to listen. Teachers stated that for them, there was a process of deliberations until the decision was made. According to them, they decided to hold onto the cultural values, which they brought with them, but at the same time they decided to adjust to the culture, mentality, atmosphere and customs of the Israelis. There is no necessary contradiction between the two, and it is possible to combine the good aspect of each culture. In this way, one might say that immigrant teachers have gained the better of the two worlds.

The conclusion is that there has been a process of organizational learning, according to the Olson modes (March and Olson, 1976), when immigrant teachers received messages from their organizational environment and translated them into behavioral codes in order to deal with the gaps between their self image and the image reported by others. It is safe to assume that the reason for the gaps is the low level of Hebrew, which does not enable the immigrant teachers to express themselves to the full in class and in the teachers’ room.

**The self-image**

Additional personality properties dealt with in this research are self-image and motivation. According to Farber (1991) self-image consists of two aspects:
1. How a person perceives himself.
2. How a person believes others perceive him.

As for the properties of motivation – numerous studies in the field of organizational behavior (Senge, 1990; Argyris et al., 1996) reveal that every person possesses the will to invest physical, mental and intellectual efforts in various areas of activity. When this will relates to motivation at work – it has a significant impact on the individual’s level of functioning and the organization’s ability to benefit from the individual’s resources.

In order to assess professional self image, immigrant teachers were asked to relate to sayings such as “It is important that I be a teacher”, “Teaching is a sacred mission”, “My work contributes to the development of my personality”, “I am happy that I chose to become a teacher” and more.

Most immigrant teachers who participated in the research reported that they were employed as subject-matter teachers rather than homeroom teachers, although in their countries of origin they worked as homeroom teachers. In the research of Semionov et al. (1993), most immigrant teachers are not homeroom teachers. Researchers explain that by saying that perhaps those who have just come from another country cannot be in charge of education the young generation. It is important to note that Inglis and Philips (1995) explain that the education system sees its duty in transmitting messages of the dominant culture, and therefore cannot allow immigrant teachers to be homeroom teachers. According to this approach, an immigrant is perceived as someone who cannot “educate”, because he cannot represent the dominant culture. This variable affects the immigrant teachers’ self-image, his status at school and his ability to continue with teaching and educating.

The findings of this research reveal that the teachers’ self-image is badly influenced when the teacher has difficulties with classroom management. Perhaps this stems from the feeling that the job is not well done, or because his colleagues do not appreciate him according to his professional level.
In addition, the findings reflect the teachers’ perception of themselves as teachers who love teaching, who have experience, morals and motivation in addition to high professional levels.

**Situations of pressure and burnout**

Many of those who engage in teaching feel mental and physical fatigue, which leads to a decrease in their performance up to a level of early retirement. Many studies (Alfasi, 1992; Ezrahi, 1987) have found that teachers report higher levels of stress, such as burnout, frustration, apathy, nervousness, depression and inability to concentrate. The variables causing burnout can be divided into three main categories: personality variables, background variables and environmental variables.

**Personality variables:** Farber (1991) sees burnout as a result of a personality characterized by ambition and the urge to achieve what is often unachievable. An additional personality characteristic may be a negative self-image that a teacher who feels he is not performing well might have.

**Background variables:** There is a correlation between the background of the teacher and his rate of burnout. Although the findings of the various studies are inconsistent, some researchers have found that age is a significant variable due to “emotional exhaustion”.

People in a state of burnout are those perfectionists, whose ambitions are relatively high regarding the improvement of their clients’ situation; they are people of conscience, who continue to function despite their personal ordeals. They feel depressed, anxious and no desire to cooperate. In addition they depend on others and require encouragement for what they are doing. The issue of burnout (Farber, 1991) is described as the loss of mental energy, lower levels of performance as a result of daily pressures from within or without.

In order to assess the feeling of burnout, teachers were asked to relate to sayings such as “Teaching tires me” “I am thinking about quitting”, “I have realized that
teacher’s status is low”, “I am considering professional re-training”. The findings reveal that the chances of burnout are higher as self-image is lower, difficulties with the language are numerous, the environment is less supportive and the immigrant teacher is older. Despite all that, the burnout rates of immigrant teachers are lower than expected, probably due to the fact that in teaching, the state recognizes a person’s academic education without the person having to take tests (as is the requirements in medicine, for example), which enables immigrant teachers to be paid while considering his experience in his country of origin. This might lead to higher motivation, which, in turn, helps the teacher to cope with the difficulties and integrate in the school.

Discussion concerning the Findings beyond the Research Questions:
Secondary Findings

The main findings:

1. The Department of New Immigrant Teachers’ Absorption in the Ministry of Education was established in order to cater for the needs of those teachers to integrate in the Israeli education system. Its policies and budgets are determined in the head office in Jerusalem, and implemented in the various districts. The structure of the department is in accordance with the unique needs of the State of Israel. It provides an original Israeli solution for some of the immigrant teachers’ problems.

2. The district model of the department is affected by local needs such as: district policies, demands for teaching personnel, resources, the relationships between the schools and the districts and more. However, the district inspector is professionally under the supervision of the head office in Jerusalem, and on the administrative level, he is under the supervision of the district. The inspector of immigrant teachers is quite autonomous in his work, but his autonomy is relative – it depends on the allocation of funds done by the head office, and therefore, his ability to implement district initiatives depends on the approval of the head office.
3. There is a gap between the ability of the district to absorb teachers (available jobs and the need for teachers of certain subjects) and the amount of teachers who wish to join the group of working teachers. This gap leads to a conflict: once the immigrant teacher is no longer entitled to special immigrant hours, his work has to be stopped, as the Ministry cannot afford to pay these extra hours.

4. There are two main models of adding immigrant teachers to the education system: participation in an annual course of adaptation to teaching in Israel and “direct absorption” – joining the workforce without attending a course, but learning the mandatory subjects as demanded by the Ministry, during the first years of teaching.

5. The northern district has developed a unique model of supporting the new immigrant teachers in their first years in the country: a series of in-service courses dealing with areas of difficulty, such as improving the immigrants’ mastery of Hebrew, class management and school climate. A good deal of these workshops is devoted to moral and emotional support. The sessions provide an opportunity to identify difficulties and provide the proper support.

The Department of New Immigrant Teacher’ Absorption and the inspector’s perception of the absorption.

Researchers, including Cronbach and Suppes (1969) recommended that the significance and way of absorbing human resources in the education system be researched together with the role of administrators as coordinators of three levels: the head office, the district and educational authorities. The current study deals with a very specific type of human capital – the immigrant teachers working in the Israeli education system. This leads to the idea that the role of the inspector is very specific.

A critical analysis of the findings as recommended by Altrichter, Posch and Somekh (1993) reveals that apparent gap between political statements regarding the absorption of immigrant teachers (both because of the need to absorb
immigration in general and because of the quality of the immigrant teachers in particular), and the reality: the number of workplaces is limited, while the number of immigrant teachers who wish to teach in Israel keeps rising (mainly in the last five years). This adds to the inspectors’ workload.

An additional problem is the issue of the special “hours” allocated for immigrant teachers’ jobs (See Appendix 3: Preparations for the absorption of new immigrant teachers) that schools receive for each immigrant teacher. These hours are not paid to the schools after a number of years, and then the teacher has to be absorbed in the school at the expense of the available jobs, or be ejected from the system. This leads to harsh human situations, conflicts of interests and difficulties for the inspector as well as the other participants in the process.

Another difficulty experienced by inspectors of new immigrant teachers is the duality of “bosses”. Sometimes the demands of the head office and those of the district do not match, or the regulations contradict the actual situation (for instance, the differences in funds allocated for immigrants from different countries). That is why the inspector has to be flexible and find ways to narrow the gaps.

The Essence of the Absorption model

The first absorption model (See Findings 6) deals with absorption via adaptation courses was good in the beginning of the last decade, when the demand for teachers especially for teachers of subjects which are in great demand in Israel was at its peak. Today, however, the needs have been met, and the funds allocated to the school system keep decreasing, which leads to a decrease in the number of adaptation courses, which are now mainly for English teachers.

The second model of direct absorption still operates, but it has to be modified, because learning the mandatory subjects is not enough, and other subjects such as teaching methods, the Israeli curriculum, class management and school climate have to be added. In addition, the immigrant teachers have to be
accompanied by colleagues in their schools, an issue already discussed in the second research question.

The district model is constructed according to new needs, dictated by reality.

**A district model of support**

The current study is “action research”, “in” and “on practice” (Schon, 1988; Donald et al., 1995; Elliot, 1995; Lomax, 1999). That is why I decided, as an inspector in charge of immigrant teachers, to establish a district support system as soon as I learnt about the small number of immigrant teachers who participate in the mentoring project. The support program is financed by the Ministry of Education and is done in a way of in-service workshops of support. That is why a letter was sent to all immigrant teachers in the district. The letter explained the objectives of the support sessions, their time and place and the rewards for teachers (every 112 hours of in-service training rewards the teachers 1.2% of their wages).

The need to improve the support system led to a constant need for feedback in order to draw conclusions regarding the planning and implementation of the next courses according to this model. That is why there is a feedback session at the end of each course. This session requires special attention to details of the objectives set before the course.

The feedback introduced in Chapter 6 reveals that the significance attributed to a direct support system, such as provided by a colleague, even after a few years of working, is rising. That is so, because the process of integration is long, and even the best support lacks if it id provided for one year only.

Moreover, the creation of a mutual support group of immigrant teachers helps them overcome their feeling of loneliness and isolation. Belonging to a group encourages them, especially when they discover that the problems are shared by all of them, and that they can learn from the way other teachers think or from their good or bad experiences. Then they can implement what they learnt together.
The advantages of the model:
The reflective approach helped teachers identify their needs and modify their behavior and teaching style. The relationship among the participants was based on personal evaluation, flexibility and attention to the needs of the immigrant teachers. The mentors supported teachers personally and emotionally, because they were interested in the immigrant teachers’ success. Therefore they acted flexibly and tried to cater for the needs of the immigrant teachers.

The disadvantages of the model:
The immigrant teachers constituted a heterogeneous group. That is why it was not possible to pay attention to improving teaching methods in certain disciplines (the group consisted of kindergarten teachers, elementary school teachers and high school teachers). The subjects’ chosen were common to all participants.

Wishing to improve the support system led to the need for constant feedback about the sessions in order to learn and draw conclusions regarding the planning and carrying out of these courses according to this model. The last session of the course was a feedback session, relating to the objectives presented in the beginning of the course.
Chapter 6 – Conclusions

1. Conceptual Framework

The process of absorbing a new population in the country and in society, which is referred to as “Aliya” in Israel, is a fascinating and valuable process. The challenge within the process is to focus the attention on the sub-process of absorbing populations with specific professions. When it comes to teachers, whose profession is culture-based and requires language mastery, the process of absorption requires great efforts and comprehensive theoretical backup, as was done in this study.

The integration of immigrant teachers in the Israeli education system is a field of numerous aspects and vast theoretical background. The focus of this study shifts from the “immigration crisis” to the issue of “being a new teacher” and combines the two: “being a new immigrant and a new teacher”. All that was done so that this conceptual framework will explain the research findings.

The population of immigrants discussed in this thesis has unique properties. A review of these properties is part of this work. Regarding immigration as a process of inter-cultural transfer requires reading a great deal of literature that deals with such processes: what is cultural adjustment, what goes on during the process of adjustment? The review will list the stages of psychological adjustment of immigrants as well as the importance of learning the new language as a necessary component of the adjustment process.

2. The hypotheses and the research questions

Massive social processes, such as populations moving from one culture to another, are fascinating. The basis of this work is the hypotheses that such social processes deserve research analysis and follow-up. Another hypothesis refers to the fact that such processes can be analyzed by observing the experiences of the populations that have gone through these processes. The research also assumes
that documenting the process in a research method while introducing research questions might lead the study to valuable conclusions by confirming or refuting the hypotheses.

The current research raised four main questions dealing with the following issues: the immigrant teachers’ difficulties during their first years of teaching in Israel, the role of the school in the process of absorbing the new immigrant teachers, the guidance and support that immigrant teachers receive through the teacher-training colleges and the immigrant teachers’ approaches to education and teaching.

All these questions were answered during the research. The answers were introduced in the Findings chapter according to the research tools used to gather them. On the other hand, the discussion of the findings is according to the research questions asked in this work. The research questions, actually cover the basic questions posed by this study, and they refer to the following topics:

- The immigrant teachers’ difficulties during the first years of teaching in Israel.
- Adaptation and integration within the schools.
- New immigrant teachers’ assessment of mentoring.
- The new immigrant teachers’ attitudes to teaching and education, and their self-image.

3. Methodology

The current study is an Action Research, based on the oriented paradigm – the phenomenology of the encounter between the New Immigrant teachers and the Education System in Israel. It was conducted in real time, and during the researcher’s work as an inspector in charge of the absorption of new immigrant teachers. The action research proposes a research-oriented model, which is not fixed but rather demonstrates flexibility while using varied research tools: qualitative or quantitative, according to need. The action research is conducted by the man in the field, who studies fields which are relevant to his occupation and who examines ways of to alter things in order to improve his fields of work.

The Research method is mainly Qualitative (Active Research).
The research tools were mainly Qualitative (Interviews, Observations, Focus and Web groups, Documents and Contents analysis) and Quantitative (Questionnaire).

The research population: included 113 new immigrant teachers working in the education system in the Northern district of Israel. In addition, 15 principals of the same district took part in the study.

Sampling: The New Immigrant Teachers from the Former Soviet Union who in the course of this research were employed in the kindergartens, elementary, junior and high schools of the Northern region of the Ministry of Education were the participants of this study.

Data presentation: The findings of the study are presented in six parts that constitute the “findings” chapter. These parts include data obtained by the various research tools and methods. The first group of data is quantitative and is followed by the findings of the qualitative part of the research. There is no doubt that the combination of qualitative and quantitative research leads to numerous difficulties and makes analysis more complex, but on the other hand, it enables the formation of a unique combination of research data.

The first findings introduced are those of the questionnaire. The findings were categorized according to the research questions, which engaged in difficulties, absorption in the schools, assessment of the mentoring project of the teacher-training colleges and the approaches to education and teaching. The statistical analysis includes factor analysis and the α Kronbach reliability test of the difficulty variables, data processing, percentage, correlation, T tests and F tests and ANOVA. Parts 4 – 6 are of the qualitative research and introduce the findings of the qualitative research tools: interviews, conversations, observations, and discussion forums including those on the Internet.

Part 6 of the findings presents the findings that came up beyond those relevant to the research questions. These document the work of the department, the routine of the fieldwork, or as called by Altrichter, Posch and Somekh (1993) - Tacit Knowing -in-Action.
The research limitations: As happens quite often in the process of social research, this research can only present some of the complexity of the social process. The definitions of the human experience of changing cultures are intense and comprehensive, yet limited, and the findings can be regarded as a mere touch or “glimmer” of the goings on reviewed in this study. These limitations are ones the researcher is aware of prior to getting into the complexity of gathering qualitative data, combining these with the quantitative data and turning the findings into one meaningful chapter, that explains them all with the help of the scientific analysis tools. The researcher has made all the necessary efforts to get to meaningful findings.

4. Primary findings

- The research shows that 90% of the immigrant teachers have academic degrees, 61% have 5-21 years of teaching experience, 50% of them are 35–44 years old, i.e. they have and bring with them great professional potential.

- The participants’ main difficulties are those of language, which is the teaching tool. Some of them have low self images, they feel lonely, they have difficulties adapting to the teaching methods in Israel, to the culture and the society in addition to difficulties in finding work.

- Most teachers have rigid positions regarding the authority of the teacher, but these positions gradually change to more progressive approaches, which focus on the children;

- The research found that help from the staff is the most significant factor in the successful integration of the immigrant teacher in the Israeli education system.

- Only a few of the new immigrant teachers participate in the mentoring projects of the training colleges, but most of them prefer mentoring in the school (a colleague that accompanies them, aided by the principal).
5. Secondary findings

The secondary findings describe the department of new immigrant teachers’ absorption within a larger organization: The Ministry of Education, the organizational structure of the department and other factors that affect the absorption of new immigrant teachers. Following are the Israeli models of teacher absorption in various districts as well as that of the northern district.

1. The Department of New Immigrant Teachers’ Absorption in the Ministry of Education was established in order to cater for the needs of those teachers to integrate in the Israeli education system. Policies and budgets determined in the head office in Jerusalem are implemented in the various districts provide an original Israeli solution for some of the immigrant teachers’ problems.

2. The district model of the department is affected by local needs such as: policies, personnel demands, resources, and schools and districts’ relationships. The inspector of immigrant teachers is quite autonomous in his work, but his autonomy is relative – it depends on the allocation of funds done by the head office, and therefore, his ability to implement district initiatives depends on the approval of the head office.

3. There is a gap between the ability of the district to absorb teachers (available jobs and the need for teachers of certain subjects) and the amount of teachers wishing to work in schools. This presents a budget problem to the ministry.

4. There are two main models of absorbing immigrant teachers: an annual course of adaptation to teaching in Israel and “direct absorption” – without attending a course, but learning the mandatory subjects as demanded by the Ministry, independently.

5. The northern district has developed a unique model of supporting the new immigrant teachers in their first years: a series of in-service courses dealing with areas of difficulty, such as mastery of Hebrew, class management and school climate. Workshops are devoted to moral and emotional support. The sessions provide an opportunity to identify difficulties and provide the proper support.
6. Unexpected findings

Only a few of the new immigrant teachers participate in the mentoring projects of the training colleges. This finding is unexpected for the reason that most teachers adjusted to the system within Absorption model 1 – participation in an annual course of adaptation to teaching in Israel, and then getting a job. Parallel to starting work in schools, the immigrant teachers participated in a mentoring project that took place in the colleges, which were allocated special budgets for that. Following this finding, there was a process of reflection in action, as described in the “Findings” chapter.

7. Conclusions.

Absorbing a person in a new culture, a teacher in a new pedagogical setting are rather “private” actions. Public systems of absorption may be of use to the general, non-distinctive absorption, but when it comes to the aspect of professional absorption, the main focus of teachers’ absorption should be the place where he teaches – the school. The colleagues and other school workers become the immigrant teachers absorption group. Allocation absorption budgets to this immediate surroundings might enable the school to structure and form the process of absorption, but there will always be the need for benevolence on the part of the teacher in order to create the best chance of good absorption.

The human resources of those consciously moving from one culture to another, being aware of the prices and difficulties that such a step entails, hoping and expecting to complete the action in a positive and successful way, are of great value. A state such as Israel and its society have to recognize the value of these human resources both on the part of the immigrants’ academic education and their great value of highly abled people who passed the most difficult test of absorption.

Immigrant teachers constitute an important pedagogical resource for the State of Israel. The best way to absorb them in the system is having them participate in an
adaptation course to teaching in Israel and supporting them in the framework of
the school, while the mentor is guided.

The success of absorption depends on cooperation and coordination among all the
involved factors: The Ministry of Education, the local authorities, the teacher
training colleges and the schools.

The main conclusion of this work is that the immigrant teacher’s absorption has to
take place at his place of work (In this case – the schools), while the staff, the
management and the workers participate. The absorption budgets have to be
allocated to the schools, and not to the colleges.

Following this conclusion, this research proposes to enhance the development of
the unique absorption models in order to construct a general model of absorbing
immigrant professionals, a model which will lead the absorbers through the
process and prevent the pain and the suffering that people and systems undergo.
Such a model was developed, and is presented here:

Figure 6.1 The Theoretical Model of School Support

The suggested model is based on the research literature dealing with novice
teachers on the one hand, and leans on the findings of this research revealing that
successful absorption of immigrant teachers is mainly affected by two factors:
absorption policy and school support. In order to explain the findings in detail, one might use a schematic theoretical model based on the description of the three levels of the school support variables, which affect the absorption of the immigrant teachers.

This model, presented in Figure 6.1 can serve as a model of a three level school support.

**The first level**: a formal level, in which it will be decided who will accompany the immigrant teacher. The decision can be a colleague or a coordinator together with the principal, the subject-matter team or the class teachers. In addition, the decision might include the entire staff that will join the efforts to absorb the new immigrant teacher.

**The second level** is a personal one – the process of support or he decision who the mentor will be is an outcome of management decisions, the policy or the good will of one teacher or another.

**The third level** is the level of areas of support. What are the areas in which the immigrant teachers will be supported in school: professional, social, emotional, constitutional, financial and technical.

The school organizational environment affects the entire model.

- An environment of values: ideologies and policies (positive or stereotypes).
- Economic environment – available jobs at school, demand for the subject, financial distress.
- The policy of the education system – encouraging the absorption of immigration, rewarding by funds that schools get for giving the immigrant teachers a chance.
- History – previous school experience with another immigrant teacher (success or failure).
8. Contribution to knowledge

This research lays the foundations to correct social thinking regarding the absorption of professional new immigrants. It is possible that nothing in the absorption of new immigrant teachers is like that of other professions, but this is a question that has yet to be reviewed. Nevertheless, this type of research might use practical suggestions of this study, such as the proposed absorption model of the structure of an absorbing system.

Other significant contributions of this study are:

1. The formation of the Internet forum as an appropriate research tool: the mere introduction of an original document, so intense and exciting, which reveals the teachers’ opinions and feelings regarding the process that they are undergoing, is important.

2. A critical approach on the part of the researcher, who introduces the inner-Ministry angle, thus allowing researchers to learn about the mechanism called the Ministry of Education.

3. The knowledge gained from this research contributes to an understanding of the issue of the professional integration of new immigrant teachers from the former Soviet Union into the Israeli Educational System and the cultural adaptations of this valuable “human capital” to the Israeli society. However, this can be regarded as a worldwide contribution to better understanding the integration of a skilled group of immigrants.

9. Recommendations and future research agenda

Action research, by nature, aims at depicting reality and changing it. Therefore, the main recommendation stemming from the current study is to attempt and formalize the relationships of all the participants in the absorption process of new immigrant teachers, thus helping them integrate professionally and socially. The recommendation is to do so by changing the regulations, thus changing budget
allocations. Processes to precede this change should lead to discussions in immigrant parties’ forums, the Ministry of Education, educational authorities, teacher-training colleges and school principals.

The recommendations for follow-up research stem from the fact that during the present research, many important issues were raised:

**Economic aspects**: the term “Human Capital” is mainly economic, that is why the integration of immigrant teachers into the workforce has to be investigated in terms of the benefits of using human resources, the benefits to the education system which received “ready made” teachers and did not have to invest in their training and the impact of the immigrant teachers on the market of job-demands as well as the allocations of funds to the teacher-training colleges.

**Sociological aspect**: This set of problems calls for the combined thinking of sociologist and the educator.

- What impact have mathematics and technology teachers had on the changing achievements of students in distant areas, such as development towns, which absorbed the largest number of immigrant teachers?
- In the fields of sports and music – it would be interesting to compare this time to that of ten years ago in terms of the achievements in these areas.
- It is important to research the impact of immigrant teachers absorbed in the 1970s and in the last decade on the education system from the aspect of social processes between majority and minority.

**Psychological aspect**: Psychological changes that have to do with the transfer that immigrant teachers make through the process of changing positions have to be examined. The model enhancing the teachers’ self-image and their coping skills has to be investigated. The recommendation is to study the correlation between variables that depend on the immigrant teacher’s personality, his subject matter, the school in which he works and his motivation and the feelings of success.

**Philosophical aspect**: This set of problems has to do with philosophical aspects: social justice, creating opportunities, humanism and the philosophical discussion of “who is a foreigner”, who may teach and if it is possible for an immigrant
10. Personal Development

As someone who deals with the absorption of new immigrant teachers on the one hand, and a person who has been through this painful “journey” of personal and professional absorption, on the other hand, this researcher has found this study to be an opportunity to assess this important social process and to develop thinking around it. This was an opportunity to contribute a great deal to the improvement of the human and social absorption of immigrant teachers. This research is glad to have had the opportunity to do so.

I do believe that a society which helps the immigrants to integrate and put their education, training and experience into use, reaches its economic and social goals: the absorption of the immigrants as valuable citizens that will contribute to its development.
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APPENDIX 1

The Professional Absorption of The New Immigrant Teacher During The First Year of Teaching in Israel: Questionnaire

Dear Teacher,

How do new immigrant teachers cope with the problems of absorption, and the need for fast professional integration?
What difficulties do they encounter?
Is the system ready for them?
Do they receive professional aid?

These questions, and others are to be found within the enclosed questionnaire sent to you within the framework of the study of this subject. You were selected out of the large community of new immigrant teachers that resides in the northern region of Israel. We ask you to share with us your experiences of the first year or more of teaching in Israel, and to participate in our attempt to understand better the absorption processes.

We’ll be most grateful if you devote some time to filling in the enclosed questionnaire.
The questionnaire is confidential, and there are no correct or incorrect answers to the questions within it. Every answer that reflects your opinion – constitutes serious, important information.

Most of the questions are closed, and you only have to mark the category that in your opinion is the most suitable. You’re asked to enlarge upon a few subjects only.

We recommend that you read all the questions before answering them. Once the questionnaires have been processed, the findings will serve as a basis for drawing conclusions concerning the support given new immigrant teachers during their absorption process into the education system, and ways of enhancing it.

Thank you for your cooperation,

Yours Sincerely,

Einat Berger
QUESTIONNAIRE FOR THE TEACHER
First Part – Difficulties During the First Year of Teaching (In Israel)

This part of the questionnaire includes a list of the difficulties and hardships that beginner teachers noted during their first year at work.

Please note, the difficulties that you’ve had according to the following key. In order to make your task easier, we have reduced the number of difficulties to a minimum. Therefore, you’ve been given the option of giving a detailed answer at the end of the list.

Please mark your degree of difficulty in the square, according to the following grading:

<table>
<thead>
<tr>
<th>No. difficulty whatsoever</th>
<th>= 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slight difficulty</td>
<td>= 2</td>
</tr>
<tr>
<td>Some difficulty</td>
<td>= 3</td>
</tr>
<tr>
<td>Great difficulty</td>
<td>= 4</td>
</tr>
<tr>
<td>Very great difficulty</td>
<td>= 5</td>
</tr>
</tbody>
</table>

Please mark = 0, if the difficulty isn’t relevant to you:

<table>
<thead>
<tr>
<th>The Difficulties</th>
<th>The Degree of Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Difficulty concerning the language</td>
<td></td>
</tr>
<tr>
<td>2. Familiarity with the school’s procedures (duties, rights, meetings, Photocopies, equipment, addressing superiors, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. Integration within the school’s staff and cooperation with the teachers.</td>
<td></td>
</tr>
<tr>
<td>4. In the preparation of lesson plans</td>
<td></td>
</tr>
<tr>
<td>5. Organizing the class (including homework, independent work, etc.)</td>
<td></td>
</tr>
<tr>
<td>6. Teaching a heterogeneous class.</td>
<td></td>
</tr>
<tr>
<td>7. Acquiring knowledge you missed in your teaching ct.</td>
<td></td>
</tr>
<tr>
<td>8. Handling disciplinary problems</td>
<td></td>
</tr>
<tr>
<td>9. The adjustment of teaching to varied populations</td>
<td></td>
</tr>
</tbody>
</table>
10. Observation of the class and its levels.

11. Evaluation of learning (test, achievements, grades).

12. Handling atypical pupils.

13. Application of learning for re-training in the course to teaching in Israel.

14. Organizing the class (time, equipment, preparations).

15. Fulfilling your role as classroom teacher.

16. Applying of teaching methods, such as: active learning, group-work etc.

17. In contacts with the parents.

18. In the organization of the learning environment.

19. In teaching a large class.

20. In the receiving of guidance, advice and resources from the school.

21. Adjustment to the teaching methods at the school.

22. Adjustment to the educational outlook the school.

23. Selection of textbooks and teaching aids.

24. Additional difficulties – you may want to note other difficulties and hardships that haven’t been mentioned above.

25. Personal hardships and difficulties during the first year of teaching. You may note here your own difficulties during the first year of teaching in Israel.

26. Did the re-training course for teaching in Israel prepare you thoroughly? Please answer in detail.

27. In view of the conclusions you’ve drawn, can you recommend ways of preparing the new immigrant teacher for the encounter with the Israeli school experience.
28. Can you recommend ways of supporting the teacher during the course of his / her first working year, in view of the conclusions you’ve drawn.

In this part, you’re requested to note, according to the key below, what difficulties you have overcome because of the help received.

Please note the degree of help (received by tutor, instructor, headmaster, colleague), according to the following grading:

I wasn’t helped at all  = 1  
I was helped a little  = 2  
I was helped to a certain measure = 3  
I was greatly helped  = 4  
I was very greatly helped = 5  
Please note 0 = if the difficulty isn’t relevant to you.

29. Difficulty concerning the language

30. Familiarity with the school’s procedures  
(duties, rights, meetings, photocopies, equipment, addressing superiors, etc.)

31. Integration within the school’s staff and cooperation with the teachers.

32. In the preparation of lesson plans.

33. Organizing the class (including homework independent work, etc.)

34. Teaching a heterogeneous class.

35. Acquiring knowledge you miss at present in your subject.
SECOND PART – ADAPATION, AND INTEGRATION INTO THE SCHOOL

Please circle the grading you selected. In some instances, you’ll have to write a full reply.

1. Is the school in which you teach ready to absorb a beginner teacher (new immigrant teacher)?
   1. Yes
   2. No

2. Have you asked the school in which you teach for help?
   1. Yes
   2. No

3. If your answer to the previous question was “yes”, was the amount of help:
   1. Small
   2. Mediocre
   3. Great
   4. Very great

4. I was helped by:
   1. The school’s headmaster.
   2. A teacher who is my colleague.
   3. Subject coordinator.
   4. The person in charge of absorbing new teachers into the school.
   5. A fellow teacher, from another school
   6. The school’s subject inspector.
   8. An immigrant teacher colleague.
   9. Another source.

5. Who was your principal source of support during your first few months of teaching?

_________________________________________________________________

6. What form did the help given by the school take:
   1. Regular meetings with the helper and discussion.
   2. Observation of lessons and feedback.
   3. Your observation of the helper.
   5. Meetings aimed at raising difficulties and problems.
   6. Other: please reply in detail ________________________________

7. When were you given help:
   1. During breaks
   2. During free lessons.
   3. There was time allotted the subject in the timetable.
4. In the evening.
5. Other: ___________________________

8. Are the teaching methods you use common in the school?
1. Yes   2. No

9. To what degree have you formed ties with other teachers at the school.
1. I haven’t formed any ties at all.
2. I have formed few ties.
3. I have formed certain ties.
4. I have formed many ties.
5. I have formed a great many ties.

10. Please note those areas in which you were given help and guidance by the school in which you teach.

11. Are you content with your integration in the school?
1. Not at all.
2. Somewhat.
3. To a certain degree.
4. Very content.
5. Extremely content.

12. In your opinion, is the atmosphere in the school favorable for the absorption of a new immigrant teacher?
1. Not at all.
2. No.
3. To a certain degree.
4. Very favorable.
5. Extremely favorable.

<table>
<thead>
<tr>
<th>Pleas circle the suitable numeral:</th>
<th>Not at all</th>
<th>Not</th>
<th>Certain</th>
<th>Great</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Do you feel you belong to the staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Degree of cooperation among the teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Your degree of cooperation with other teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The headmaster takes an interest in your teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. The headmaster offers you help at all times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. The headmaster is an influential educator.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. The headmaster encourages initiative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>20. The headmaster doesn’t maintain distance from the teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>
21. The headmaster may be approached by prior appointment.

22. Feel free to select teaching contents

23. Feel free to initiate events

24. Feel free to set the pace of work

25. Please note some factors which helped in your absorption process in the school.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

26. Do you want to continue teaching during the next academic year?
   1. Yes  2. No

27. To what degree was your decision to continue / discontinue (Delete whichever is inapplicable) teaching affected by the school’s attitude to you, and by its way of absorbing new immigrant teachers?
   1. I wasn’t affected at all.
   2. I was slightly affected.
   3. I was affected to a certain degree
   4. I was greatly affected
   5. I was very greatly affected.

28. Do you envision yourself as a teacher in five years time?
   1. Absolutely not.
   2. No.
   3. I haven’t decided yet.
   4. Yes
   5. Absolutely.

29. Are you interested in professional retraining?
   1. Absolutely not.
   2. No.
   3. I haven’t decided yet.
   4. Yes
   5. Absolutely.
30. What profession would you choose? _____________________________

31. Did you participate in the new immigrant teacher mentioning project through the college where you completed the retraining course for new immigrant teachers?

32. I didn’t participate in the project because

1. It’s unnecessary for me.
2. I wanted to cope with the difficulties by myself.
3. The tutor wasn’t suitable for me.
4. There was no vacancy in the group.
5. I’m confident when teaching.
6. I was not aware of such a project.
7. I didn’t participate in a retraining course.
8. _____________________________

33. What is your opinion of the need to mentor new immigrant teachers during their first year of teaching in the school

THIRD PART – The Teachers’ Assessment of their Mentoring Project

1. In your opinion, should the mentoring of new immigrant teachers have to be obligatory or optional?

   1. Obligatory  2. Optional

2. The principal reason for being mentioned is:

   1. For support and encouragement.
   2. For the clarifying of problems.
   3. To maintain contact with the college.
   4. For advice and solutions.
   5. For the award of benefits and for further training.
   6. For reducing the level of anxiety.
   7. To catch up on what has been missed during the course.
   8. For receiving of feedback concerning my teaching.
   9. For help in pinpointing educational problems, and their solution.
   10. For the planning of lesson layouts.
   11. For learning from the experience of an experienced teacher.
   12. Other reasons.
3. I participated in the mentoring project of the college where I completed the retraining course:

1. Of my own initiative.
2. The tutor’s initiative.
3. I heard about it from other students.
4. I received the college’s letter of invitation.
5. Other.
6. I didn’t participate in the project.

4. Do you need an additional year of mentoring?

1. Yes  
2. No

Why? __________________________

5. If you were given a choice of the type of mentor, would you choose:

1. Mentoring by the mentors of the college in which you participated in the adjustment course.
2. Mentoring by a fellow teacher from your school.
3. Mentoring by a fellow teacher from the same field (discipline) from another school.
4. Teamwork with teachers from parallel classes in the same school.
5. A combination of the school’s and the college’s mentoring.
6. Mentoring by a professional mentor (vocational or regional school).
7. Mentoring by a professional inspector.
8. Mentoring by the inspector in charge of the absorption of new immigrant teachers in the Ministry of Education.
9. Other ________________

6. When, in your opinion, should the mentoring begin?

1. Before the end of the school year.
2. During the summer vacation.
3. At the beginning of the new school year.
4. A month after the beginning of the school year.
5. Other timing __________________________

7. Explain what constitutes, as far as you’re concerned, successful mentoring.

8. and disadvantages of mentoring new immigrant teachers within a new school.
9. Have you decided whether to “continue” or discontinue teaching that involves monitoring?

FOURTH PART – STANDPOINTS REGARDING THE PROFESSION OF TEACHING

Please read each statement and mark X according to the following grading:

1. Absolutely don’t agree.
2. Don’t agree
3. Agree to a certain extent.
4. Agree to a certain extent.
5. Absolutely agree.

<table>
<thead>
<tr>
<th>The Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. In a modern class, the teacher should be granted greater authority.</td>
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<td>2. During the learning process, the pupil should be granted more responsibility.</td>
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<td>3. Children need more authority and discipline than is customary nowadayes.</td>
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<td>4. Goals such as: “education for democracy”; “education of the whole child”; “education for life” – are pretty words that are meant to cover up the failure of modern education.</td>
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<td>5. The teacher has to remember, that children must be forced to study.</td>
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<td>6. Teachers should be free to teach that which they believe is right.</td>
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<td>7. The pupils should respect teachers, if only because they are teachers.</td>
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<td>8. An atmosphere of freedom should be created in the school, in order to encourage initiative and creativity.</td>
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<td>9. It’s good, if both teachers and pupils experience democratic human relations within school life.</td>
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<td>10. I value the pupil’s involvement in the subject learned more than the amount of material leaned.</td>
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<td>11. Ultimately, pupils will be losers, if the teacher attempts to be their friend.</td>
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<td>12. The school puts too much stress on study subjects, and too little on discussions and activities involving the pupils.</td>
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<td>13. It’s important to me to be a teacher.</td>
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<td>14. I find it pleasant to introduce myself as a teacher.</td>
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<td>15. I enjoy thinking about my work.</td>
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<td>16. For me, teaching is a mission.</td>
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<tr>
<td>17. My work contributes to my personal development.</td>
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</tbody>
</table>
18. I’m happy with my working conditions.
19. I’m content that I chose the teaching profession.
20. Teaching tires me.
21. I’m considering stopping teaching.
22. As a teacher, I find it important to constantly study and develop.
23. I have discovered that the teacher’s status is low.
24. For a woman, teaching is very convenient.
25. Teaching requires responsibility and many additional working hours outside the classroom.
26. I’m considering professional retraining.
27. Advancement through the rungs of the profession of teaching is detrimental to the woman’s role within the family.
28. Embarking upon the profession of teaching is more difficult than in other professions, such as: medicine, social work, psychology, etc.
29. Teaching is a profession that can be pursued for many years.
30. There are opportunities for advancement in teaching.
31. Teaching – is a profession with a satisfactory income.
32. I derive great satisfaction from the profession of teaching.

FIFTH PART – BACKGROUND DATA

To answer the questions, please circle the appropriate numeral, or answer verbally, according to the style of question.
The questions concerning name and phone number are only for the purpose of control / checking the answers.
The name is deleted and exchanged for a number immediately after the questionnaire is returned.

**Personal Details**

1. Sex: 1. Male  2. Female
2. Age: 1. 25-34  2. 35-44  3. 45-54  4. 55 +
5. Country of origins:

6. Date of immigration ________________


8. Are you teaching during the 1999 school year?

9. The school’s name and address ________________
   The school’s name and address ________________
   The school’s name and address ________________

10. I teach the following course: (age)  1. Pre-elementary,  2. Elementary, 3. Junior high school  4. Senior high school

11. I was qualified for teaching this course (age group)  1. Yes  2. No

12. I’m a classroom teacher.  1. Yes  2. No

13. Your subjects  1. ________________  2. ________________

14. Were you trained to teach these subjects?  1. Yes  2. No
   Notes:_____________________________________________________

15. The scope of your job ______________ weekly hours.

16. I completed a retraining course for teaching in Israel  1. Yes  2. No

17. More details you might wish to add (additional training and qualifications, etc).

18. Seniority in teaching abroad ______________

19. Seniority in teaching in Israel ______________

20. First and Family Names (not compulsory) ________________

21. Home phone number (not compulsory) ________________
APPENDIX 2

Профессиональная абсорбция учителей в первый год преподавания в Израиле – вопросник

Уважаемый учитель.

Как преодолевают учителя олимы проблемы абсорбции и необходимости в быстрой профессиональной адаптации?

С какими трудностями они сталкиваются?

Готова ли система образования к «встрече» с учителями – репатриантами?

Получают ли они профессиональную поддержку?

Эти вопросы и многие другие находятся в приложенном здесь вопроснике, который выслан Вам в рамках научного исследования по данной теме.

Ваш ответ, который будет исходить из опыта первого года/ первых лет преподавания в израильской школе, смогут помочь лучше понять процесс абсорбции учителей.

Буду Вам очень благодарна за время, которое Вы уделите на заполнение этот вопросника.

Все анкеты будут сохраняться с соблюдением всех правил секретности, нет ответов правильных или неправильных, каждый ответ, который отражает Ваше мнение – представляет собой важную и серьёзную информацию.

Рекомендуется вначале прочесть все вопросы и только после этого ответить на них.

После обработки всей полученной информации, послужит данное обследование основой для подведения итогов в процессе профессиональной абсорбции учителей репатриантов.

Благодарю вас за согласие принять участие в этом важном проекте.

С уважением,

Einat Berger
1. Трудности в первый год преподавания (в Израиле)

В этой части – названы трудности, которые отметили учителя в первый год преподавательской работы в израиле.

В конце списка есть возможность дополнить его той специфичной или личной трудностью в работе педагога, которая там отсутствует.

С помощью данного «ключа» – от 1 до 5, в рубрике надо ответить с какими трудностями Вам пришлось столкнуться:

1= совсем не трудно
2= иногда трудно
3= трудновато
4= трудно
5= очень трудно

0= когда Вам эта трудность нерелевантна

<table>
<thead>
<tr>
<th>Трудности, связанные со знанием иврита</th>
<th>труднос ть</th>
</tr>
</thead>
<tbody>
<tr>
<td>Трудности, связанные с ознакомлением с порядками учебного заведения(права, обязанности, отношения с директором, зам. директора, педсоветы)</td>
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<td>Трудности, связанные с аборбцией в коллективе учителей</td>
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<td>Трудности, связанные с планированием уроков</td>
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<td>Трудности, связанные с проведением уроков</td>
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<tr>
<td>Трудности, связанные с преподаванием в этрогенном классе</td>
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<tr>
<td>Трудности, связанные с необходимостью в дополнительных знаниях предмета, который Вы преподаете</td>
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<tr>
<td>Трудности, связанные с поведением учеников</td>
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<tr>
<td>Трудности преподавать в «тяжелых» классах</td>
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<tr>
<td>Трудности определить уровень класса</td>
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<td>Трудности составлять и проверять письменные экзамены</td>
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<tr>
<td>Трудности воспользоваться знаниями, которые получили на курсе</td>
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<td>Трудности</td>
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<tr>
<td>связанные с методами «активного» и внефронтального преподавания</td>
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<tr>
<td>связанные с общением с родителями</td>
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<tr>
<td>создать учебную атмосферу</td>
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<tr>
<td>преподавать целому классу</td>
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<tr>
<td>получить совет, помощь, консультацию в Вашей школе</td>
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<tr>
<td>привыкнуть к методам преподавания, принятым в Вашей школе</td>
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<td>согласиться с педагогическими методами, принятыми в Вашей школе</td>
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<tr>
<td>подборе учебных пособий</td>
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<tr>
<td>которые не упомянулись (добавить)</td>
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<tr>
<td>личные трудности в первый год преподавания в израильской школе</td>
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<tr>
<td>если Вы учились на курсе, сумел ли Ваш курс подготовить Вас к встрече с израильской школой (подробно)</td>
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<tr>
<td>исходя из вашего опыта, как бы Вы посоветовали подготовить учителя репатрианта к встрече с израильской системой образования</td>
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<td>исходя из вашего опыта, как бы Вы посоветовали курировать/консультировать учителя – репатрианта в течение первого года преподавания</td>
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</table>
В рубрике «помощь» надо отметить (с помощью данного «ключ» – от 1 до 5) в каком объеме была получена помощь (от директора, инструктора, коллеги по школе, инспектора и т.д.).
1 = никогда
2 = несколько раз
3 = изредко
4 = получил/а помощь
5 = получил/а очень большую помощь
0 = когда Вам эта трудность нерелеванта

<table>
<thead>
<tr>
<th>Трудности, связанные со знанием иврита</th>
<th>помощь</th>
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</tr>
<tr>
<td>Трудности в подборе учебных пособий</td>
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2. Адаптация в учебном заведении

обозначьте кружочком ответ, который выбрали

1. Была ли Ваша школа подготовлена к тому, чтобы принять учителя-репатрианта
   1. Да  
   2. Нет

2. Просили ли Вы помощь в школе?
   1. Да  
   2. Нет

3. Если «да», то в каком объеме получили помощь:
   1) В очень малом
   2) В среднем
   3) В большом
   4) В очень большом объеме

4. Помощь получили от:
   1) директора школы
   2) коллеги из школы
   3) куратора по предмету
   4) куратора параллели классов
   5) ответственного за абсорбцию новых учителей в школе
   6) коллеги по курсу
   7) инспектора школы
   8) инспектора по абсорбции и читателей олим
   9) коллеги из другой школы
   10) другой

5. Кто оказал Вам помощь в первые месяцы работы?

6. В какой форме проявилась оказанная помощь?
   1) Регулярные встречи и беседы с тем, кто оказал помощь
   2) Посещение Ваших уроков и их анализ
3) Посещение Вами уроков того, кто оказал помощь
4) Совместная подготовка к урокам
5) Заседания с обсуждением проблем и трудностей
6) Другое

7. Помощь была оказана Вам:
   1) На перемене
   2) На свободном уроке
   3) В специально выделенное время в расписании
   4) Вечером
   5) Другое

8. Применимы ли в Вашей школе Ваши методы и приемы?
   1. Да
   2. Нет

9. Ваши отношения и связи с коллегами по работе
   1) Нет отношений и связей
   2) Очень редко
   3) Редко, начальные
   4) Есть
   5) Завязались очень тесные отношения и связи

10. Перечислите, в каких областях Вы получили помощь и консультацию.

11. Удовлетворены ли Вы абсорцией в школе?
   1) Нет
   2) Частично
   3) Средне
   4) Хорошо
   5) Очень хорошо

2 Существует ли в школе благоприятная атмосфера для учителей-репатриантов?
   1) Нет
   2) Частично
   3) Средне
   4) Хорошо
   5) Очень хорошо

Отметьте кружочком подходящую цифру
(-)к\n_н_ср_да_оч(+)

13. Чувствую себя частью коллектива
   1 2 3 4 5
14. Взаимоотношения между коллегами
2  3  4  5

15. Взаимоотношения между Вами и коллегами
1  2  3  4  5

16. Директор интересуется моей работой
1  2  3  4  5

17. Директор всегда готов оказать мне помощь
1  2  3  4  5

18. Ваш директор – влиятельная личность и педагог
2  3  4  5

19. Ваш директор способствует проявлению инициативы
1  2  3  4  5

20. Директор не соблюдает «дистанцию»
1  2  3  4  5

21. К директору обращаются только после предварительной договоренности
1  2  3  4  5

22. Чувствую полную свободу в выборе учебной программы
1  2  3  4  5

23. Чувствую полную свободу в проявлении своей инициативы
1  2  3  4  5

24. Чувствую полную свободу в определении ритма работы
1  2  3  4  5

25. Перечислите несколько факторов, которые способствовали Вашей абсорбции в школе

26. Желаете ли Вы продолжить преподавать в будущем учебном году?
1. Да 2. Нет

27. В какой степени Ваше решение «продолжить» «не продолжить» (зачеркнуть лишнее) преподавать, зависит от отношения к Вам школы и от условий абсорбции, которые Вам были предоставлены:

1) Совсем не зависит
2) Не зависит
3) Частично
4) Зависит
5) Очень зависит
38. Видите ли Вы себя учителем через 5 лет?
1) Совсем нет
2) Нет
3) Еще не решил/а
4) Да
5) Конечно, да
29. Заинтересованы ли Вы в переквалификации?
1) Совсем нет
2) Нет
3) Еще не решил/а
4) Да
5) Конечно, да
30. Какую новую специальность Вы бы выбрали?

31. Участвовали ли Вы в проекте «Курирование учителей-репатриантов в первый год преподавания» от учебного заведения, в котором Вы закончили специальный курс для учителей-репатриантов?
1. Да  2. Нет
32. Не участвовал в проекте «Курирование учителей-репатриантов в первый год преподавания»:
Мне не предложили
1) Мне это излишне
2) Хотелось самому преодолеть трудности
3) Не нашел/а общего языка с инструктором
4) Не было места в группе
5) Я уверен/а в себе
6) Не знал/а о существовании проекта
7) Не учился/лась на курсе
8) Другая причина
33. Ваше мнение о целесообразности проекта «Курирование учителей-репатриантов в первый год преподавания»
3. «Курирование (консультирование) учителей-репатриантов в первый год преподавания»

1. По моему мнению, курирование учителей-репатриантов в первый год преподавания должно быть

1. Обязательно
2. Не обязательно

2. Основные причины курирования:

1) Ободрить и поддержать
2) Выяснить суть проблем
3) Продолжить связь с учебным заведением
4) Получать консультации
5) Получить 112,56 часов «гмуть»
6) Снижение уровня негативного восприятия школьной атмосферы
7) Восполнить знания, которые не были получены на курсе
8) Возможность анализировать мое преподавание
9) Возможность анализировать педагогические проблемы и поиск методов их устранения
10) Планирование конспектов уроков
11) Учиться у опытных педагогов
12) Другая
причина(укажите)________________________________________

3. Участвовал в проекте «Курирование учителей-репатриантов в первый год преподавания»

1) По моей инициативе
2) По инициативе инспектора
3) Узнал о проекте от других студентов
4) Получил приглашение от учебного заведения
5) Другая
причина(укажите)________________________________________
6) Не участвовал

4/4. Нуждаетсяесь ли Вы в продолжении курирования еще на один учебный год?

1. Да (укажите причину)
2. Нет

5. Если бы Вы могли выбрать форму курирования, Вы бы выбрали:
1) Курирование учебным заведением, в котором Вы учились на курсе
2) Курирование коллегой из Вашей школы
3) Курирование коллегой по Вашему предмету из другой школы
4) Курирование секцией учителей «цвет» в параллельных классах
5) Совместное курирование учебным заведением и коллегами из школы
6) Курирование инструктором из министерства образования
7) Курирование инспектором из министерства образования
8) Курирование инспектором по абсорбции из министерства образования
9) Другое
   (укажите)________________________________________

6. Когда, по Вашему мнению, необходимо начинать курирование:

1) В конце учебного года на курсе
2) Перед началом учебного года
3) В начале первого года преподавания
4) По истечении первого месяца преподавания
5) В другое время (укажите)________________________________________

7. Объясните, что значит для Вас «успешная консультация»?

________________________________________________________________

4/8. Попытайтесь проанализировать (дать оценку) положительного и отрицательного в курировании учителей-репатриантов

________________________________________________________________

4/9. Зависит ли Ваше решение продолжить/не продолжить преподавать от курирования которое Вы получили?

1. Да 2. Нет

(укажите причину)________________________________________
4. Ваше понятие «образования»

Прочитайте и отметьте X в подходящей рубрике:
1 – совершенно не согласен/а
2 – не согласен/а
3 – согласен/а частично
4 – согласен/а
5 – очень согласен/а

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>То, что необходимо в современном классе – это безграничный интерес учителя.</td>
</tr>
<tr>
<td>2</td>
<td>В процессе обучения необходимо представить ученику возможность взять на себя ответственность сегодня</td>
</tr>
<tr>
<td>3</td>
<td>Дети нуждаются в более строгой дисциплине чем принята сегодня</td>
</tr>
<tr>
<td>5</td>
<td>Учитель должен помнить свою обязанность – заставлять детей учиться</td>
</tr>
<tr>
<td>6</td>
<td>Учителя должны быть свободными преподавать то что им кажется важным</td>
</tr>
<tr>
<td>7</td>
<td>Ученики должны уважать учителей и не только по той причине, что они учителя</td>
</tr>
<tr>
<td>8</td>
<td>Необходимо создать в школе атмосферу свободы, которая способствует проявлению творчества и инициативы</td>
</tr>
<tr>
<td>9</td>
<td>В жизни уч. зав. хорошо бы ло бы и учителям и ученикам попробовать демократические взаимоотношения</td>
</tr>
<tr>
<td>10</td>
<td>Я считаю, что активное участие учеников в уроке намного важнее, чем стремленье дать больший объём материала</td>
</tr>
<tr>
<td>11</td>
<td>В конечном итоге ученики теряют, если учителя хотят быть их друзьями</td>
</tr>
<tr>
<td>12</td>
<td>Школа уделяет больше внимания учебным предметам и не достаточно – беседам и массовым мероприятиям с учениками</td>
</tr>
<tr>
<td>13</td>
<td>Для меня быть учителем – это важно</td>
</tr>
<tr>
<td>14</td>
<td>Мне приятно представлять себя в обществе учителем</td>
</tr>
<tr>
<td>15</td>
<td>Мне приятно думать о своей работе</td>
</tr>
<tr>
<td>16</td>
<td>Быть педагогом это призвание в жизнь</td>
</tr>
<tr>
<td>17</td>
<td>Моя работа способствует моему развитию</td>
</tr>
<tr>
<td>18</td>
<td>Я удовлетворен/а условиями своей работы</td>
</tr>
<tr>
<td>19</td>
<td>Я доволен/а что выбрал/а для себя профессию педагога</td>
</tr>
<tr>
<td>20</td>
<td>Работа педагога меня утомляет</td>
</tr>
<tr>
<td>21</td>
<td>Я подумываю оставить работу педагога</td>
</tr>
<tr>
<td>22</td>
<td>Как учитель, мне очень важно все время совершенствоваться и самообразовываться</td>
</tr>
<tr>
<td>23</td>
<td>В первый год моей работы выяснилось, что у учителя низкий соц. статус</td>
</tr>
</tbody>
</table>
24 Для женщины – очень удобно работать учителем
25 Работа педагога призывает к ответственности и обязывает уделить работе много дополнительных часов
26 Я «подумываю» о смене профессии
27 Продвижение по работе способствует конфликтам, связанным с обязанностями женщины в семье
28 «Первые шаги» педагога более сложны, чем «первые шаги» в профессии врача, социального работника, психолога и т.д.
29 Педагог – это профессия, по которой можно проработать долгие годы
30 Педагог – это профессия, в которой есть возможность продвигаться
31 Педагог – это профессия с хорошей зарплатой
32 Педагог – это профессия, которая меня удовлетворяет

5. Профессиональная абсорбция учителей - Демографические данные

обозначьте кружочком ответ, который выбрали

Число __________________

1. пол
   1. м
   2. ж

2. возраст
   1. 25-34
   2. 35-44
   3. 45-54
   4. 55+

3. семейное положение
   1. не замуж(не женат
   2. замуж(женат
   3. разведен(ая
   4. вдова

4. дети
   1. есть
   2. нет

5. эмигрировал из
   1. украина
   2. россия
   3. молдова
   4. белорусия
   5. азербайжан
   7. казахстан
   8. узбекестан
   9. прибалтийские страны

10. другие страны

6. год приезда в Израиль
   1998
   1997
   1996
   1995
   1994
   1993
   1992
   1991
7. образование
1. первая степень
2. вторая степень
3. третья степень
4. другое

8. я работаю в школе в данном учебном году
1. да
2. нет

9. данные школ в которых я преподаю
1. дошкольный возраст
2. 1-6 классы
3. 6-9 классы
4. 9-12 классы

10. я преподаю (преподавал)
1. я
2. дошкольный возраст
3. высш. Уч. Зав

11.

12. я был(а) классным руководителем
1. да
2. нет

13. я преподаватель (предмет преподавания)
1. биологии
2. химии
3. физики
4. математики
5. английского
6. физкультуры
7. русского языка
8. компьютеров
9. музыка
10. искусство\рисование
11. труд
12. воспитатель детсада
13. история
14. природоведение
15. дефектолог

14
15
16
17

18. преподавательский стаж (до приезда в Израиль)

19 преподавательский стаж в Израиле

20. Ваше имя и фамилия (не обязательно заполнять)

21. Ваш номер телефона (не обязательно заполнять)
Preparations for the absorption of new immigrant teachers in the school year

General

Our bureau is preparing in good time for the absorption of new immigrant teachers in the school year, so that the teachers may get organized within the timetable for the absorption of the new immigrants. Therefore we are announcing the arrangements for the new immigrant teachers’ employment. Doubtlessly, this is one of The State of Israel’s most important missions in general, and of the Education System in particular.

During the school year, the trend of absorbing the new immigrant teachers, who were trained within the adjustment courses of the new immigrant teachers’ department continues, within a scope that will be no less than half a post, and the bureau allocates a weekly hour in exchange for a weekly hour of the school’s job slot, up to half a post, as follows:

- Within the primary education: 7-8 weekly hours.
- Within the junior high school and the higher education: 6 weekly hours.

2. The following aspects have to be considered within the slotting of the new immigrant teachers:

a. New immigrant teachers will be slotted, whenever possible into those schools in which there is a large number of new immigrant pupils, and in which the school administration provides a supportive framework.

b. It is necessary to ascertain that the new immigrant teacher integrates within the teaching of veteran Israeli pupils, so that he may experience all the types of the pupil-population within the school.
c. The school’s Head Teacher will make an effort to increase the new immigrant teacher’s scope of employment from within the school’s job-slot, so that the teacher can dedicate himself to teaching, without the need to seek additional sources of livelihood.

d. In order to ease the new immigrant teacher’s absorption, his slotting into populated or problematic classes. It is proposed to employ him during the first stage in auxiliary lessons and groupings in half-classes, and gradually integrate him in the ordinary classes.

e. The schools’ head teachers are requested to the new immigrant teachers’ mentoring during their first year at work, to attach a tutor from the school staff to every teacher (see “the procedure of a new immigrant teacher within the school” in the following appendix).

3. Criteria for the employment of new immigrant teachers

1. The teachers completed adjustment courses conducted by the department of new immigrant teachers.

2. The teacher’s date of immigration is of the 1.9.95.

   In exceptional cases, hours will be approved also for those who immigrated prior to this date.

3. Parallel hours have been allocated for their employment from the school’s job-slot (an hour in exchange for an hour), or from another source.

4. Nursery school teachers will be able to receive two weekly hours from the bureau for one weekly hour.

5. Teachers who immigrated to Israel after the 1.1.96 and didn’t receive any assistance will be able to get an hour in exchange for an hour, up to 2/3 of a post.

6. Priority will be given in the hour allocation to the chief breadwinner.
7. No hours will be given to a school which doesn’t have an emblem acknowledged by the Ministry of Education (Primary school, junior high, high school only)

8. We will give a written approval concerning the employment of the new immigrant written, by whoever was authorized to do this in our office.

4. For the Head Teachers’ Attention
a. The same applies for the hours given by our office as for standard hours in all matters and purposes. The authorization is valid for one year only.

b. A new immigrant teacher who stops working for any reason whatsoever, the hours will be automatically cancelled, and the district is not permitted to use them for any other purposes. The director will inform the new immigrant teacher absorption inspector in the district.

c. No teachers should be employed without getting an approval in writing from the authorized person.

d. A Head Teacher who will not allocate parallel hours will not be included within this arrangement.

e. Returning citizens will hand in an application for salary completion, with an attached approval from the Ministry of Absorption testifying to their right to receive aid.

f. In comprehensive schools, it has to be noted within the application form for employing teachers (see form 1 within the following appendix), whether the intention is to employ the teacher in the junior high school or within the upper unit with the same institution emblem.
g. Head teachers included within this program will take care, at the end of the process, to employ the new immigrant teachers from the school’s job-slot at the conclusion of the second year.

h. The applications should be addressed within each district to the new immigrant teachers’ district inspector.

i. The application must be handed in until the---------- (15.8.99)

j. The number of hours allocated to the subject is limited.

5, The new immigrant teacher’s process of absorption into the Education System

The new immigrant teacher, having completed an adjustment course at one of the colleges, addresses the teachers’ inspector within one of the districts.

The new immigrant teacher fills in an application form for hours (the form 1 in the following appendix) and asks the school’s headmaster who is coordinated with the general or vocational inspector, to sign the application form.

The head teacher or teacher return the application to the inspector.

The inspector in charge of new immigrant teachers recommends the teachers slotting into a job.

The application is passed from the district inspector to the department manager.

The final approval of the department manager is passed to the inspector in charge of new immigrant teachers in the district and to the head
teachers. The operation of hours will be made possible following the approval of the approval of the standards department in the district.

The inspector in charge of new immigrant teachers takes care of the completion of all the forms, which are required for the purpose of absorbing a new teacher within the system.

*For Your Attention!*

You have to bring along, for the meeting with your superior:

Diplomas and documents testifying to your education (the original and a copy).

A translation into Hebrew of the diplomas and documents (except for diplomas written in English).

A photocopy of the detailing of the course of studies,

A photocopy of a work- notebook (pad) (immigrants from the former U.S.S.R)

Certificates of experience at work and teaching.

New immigrant certificate + Identity card.
APPENDIX 4

The School of Sciences Astronomy and Technology “Hermon”,
Nazareth Illit

The Absorption of New Immigrant Teachers: The Story of a New
Immigrant Teacher’s Successful Absorption

There are currently a number of new immigrant teachers at the school, who are integrated and slotted into the school’s daily life in the same manner as the rest of the teachers. The tale of their success constitutes the expression of an administrative philosophy, which generated a positive and developing school-atmosphere that leans on the bureau’s messages concerning teachers and pupils. These messages, with humanistic contents, honor the new immigrant teacher, the difference, the uniqueness and the inner strengths exactly as we expect the teacher to treat his pupils.

The mathematics teacher’s tale of success at the school constitutes an example of emulation, including all of its’ stages, beginning with contending with the hardships of absorption to the stage of growth and harvesting.

The mathematics teacher was absorbed at the school approximately eight years ago. The teacher arrived within the first wave of immigration, which had arrived from the former Soviet Union to upper Nazareth. She made her way as a pioneer in the staff room and within the school’s society, which was constituted only of “veterans”.

The absorption was in three stages with unique characteristics and a different coping during each stage.

**To be within a gap** – the stage of the primary difficulties of coping with gaps
- coping with a linguistic gap, the acquisition of a new language, situations of ridicule and distress caused by difficulties with the language and linguistic errors.

- coping with the gaps in the teaching approaches, adaptation to an adjusted and supportive teaching method as opposed to estrangement from a rigid and authoritative teaching method.

- coping with non-acceptance and “blocking” forces emanating from pupils, teachers and parents. The transition from being a stranger and an alienated person to belonging, and being creative and efficient.

- coping with a different hierarchic structure of the management, the teaching staff, and administrative and organizational methods.

- coping with personal states of frustration, apprehension and concern, helplessness, lack of confidence and affront to status (in the past the teacher was the deputy headmistress at her school in the former Soviet Union).

The taking up of position: the stage of personal and social adaptation in the light of the mentoring.

- the headmistress’s high degree of involvement in the new immigrant teacher’s absorption, in the reinforcement of the interrelationships with the staff room within the school’s life.

- the conduct of personal encouragement and support talks, concerning her ability and skills.

- the conduct of talks in the headmistress presence, which are intended to bridge gaps and reach compromises in confrontational situations which occurred between the new immigrant teacher and other teachers, pupils or parents. Particularly, in the case of the veterans who cast doubts on her qualifications and tested her teaching ability.

- the gift of tools and “crutches” for coping on all fronts by participation in professional further training courses, and in new
immigrant teachers’ support groups within the school, and support by external factors.

- the identification of the teacher’s unique skills, and giving them expression in daily life. Intensifying and reinforcing these skills.
- looking at, and observing the teacher’s lessons. Encouragement and the highlighting of the positive points in the lesson.
- training by a veteran teacher- a music teacher, who had also arrived from the former Soviet Union.
- pouring resources, equipment and teaching aids, for the class’s care and that of the erudition- environment.
- finding a room (an old air – raid shelter at a central location) for the establishment of a mathematics –room, and resources

The growth - the systemic support stage, which also shows achievements outwards

- the establishment of a splendid mathematics room, as the corollary of establishing the teacher’s uniqueness.

- the mathematics room provides resources to the entire teachers’ staff,
- the room serves both teachers and pupils by giving examples of work-programs, learning- centers, card- indexes, and a large variety of learning aids, which the teacher prepared.
- the scope of the teacher’s job increased to 25 professional weekly hours and she teaches the fourth- sixth grades, which are approximately half the classes within the school.
- the mathematics room is often exposed to teachers from the neighborhood, by
- giving model lessons; the classroom is opened for tours, and invitations are given to peak- days at the school.
- the teacher was appointed during the last three years as mathematics coordinator in the first to sixth grades. The teacher ids in charge of leading the mathematics instruction from the professional achievement oriented aspect, a situation which endows the teacher with a feeling of responsibility, motivation and enjoyment of her work. The teacher was
given a positive feedback from the school graduates, who went on to the junior high school.

- the teacher often meets with the mathematics teachers of the various strata, instructs, guides, coordinates and follows the performance of the curriculums in accordance with the compulsory and the permissible curriculum.

- documents and measures achievements, draws the necessary conclusions, and sets new objectives.

- the teacher attends regularly further training sessions intended for subject coordinators.

- the teacher prepares, and enrolls pupils from the school in the municipal competition, “the world of mathematics”. Last year she won together with her pupils, second place in the competition. The teacher has acquired the language in speech and writing, and uses it independently and with confidence.

- the teacher has acquired professional tools and skills, in accordance with the up-to-date approaches to the teaching of the subject.

- the teacher is creative, self-confident, feels belonging to the school, contributes and volunteers, and is integrated within all fields of activity.

- the teacher presented during peak-days the products of the pupils’ researches on selected subjects. The products’ presentation was made while using a computerized system, "Excel" in the form of diagrams, display units, slides, the calculation of percents, fractions-following the conduct of surveys, measurements and polls.

- nowadays the teacher advises and guides whoever needs it. Everyone is invited to meet her and observe her actions, which is worthy of the name “model life - work”.

Yours Sincerely

P. H.

Headmaster
A large group of new immigrant teachers who emigrated from the former Soviet Union has joined the teachers’ community in Israel during the last few years. The northern region has absorbed since 1989 approximately 800 new immigrant teachers and placed them within educational institutions of all age groups.

Everybody knows that these people cope, in addition to the immigration crisis itself with the adaptation to a different culture in general and to the Israeli school culture in particular.

The Ministry of Education Director General’s special circular, which was dedicated to the subject of “The Absorption of Immigration”, was published in 1990. The then Director General, Dr. Dan Sharon writes in it about the importance of handling the anticipated wave of immigration, asks all the teachers in Israel to assist, adopt and mentor the new immigrant teachers through the process of their entry into the Education System in Israel.

“…It is important to help the new immigrant teachers understand the Israeli school’ special atmosphere, the patterns of behavior and the relations between teachers and pupils, including the pluralism in approaches, institutions and the educational framework. The individual mentoring will be of great help to the new immigrant teacher, in addition to the training process he will undergo in Israel…” (there, p. 5)

The significance of mentoring during the first few years of teaching and educational work is now at the center of issues which engage education systems and teacher training institutions both in Israel and worldwide. There has been much discussion in the field of educational research about the beginner teacher’s
difficulties in coping with the problems of teaching and education during the first years of his work. (Mor, 1992; Peleg, 1992)

Why on the Web?
The north region is characterized by a wide geographic dispersion, a fact, which makes it more difficult for the new immigrant teacher population to arrive at, the unique further training sessions which are initiate by the Ministry of Education’s Office of the Absorption of Immigration. It was found in Semionov, Shapira and Lerental’s research (1993) that examined new immigrant teachers’ adaptation to the education system, that the absorption of new immigrant teachers isn’t easy, neither for the teachers nor for the system.

A not inconsiderable part of the various further training programs talk of learning in a futuristic world, but in practice do “chalk and talk” and the results are reflected in the classrooms, by the slowness with which new technologies and informative thought enter the schools- if they do so at all. The method used by the teachers to teach is conceived as possessing the highest chances of studying, of absorbing material, and of obtaining high grades. Every deviation of this system seems adventurous, and lacking chances to succeed. In addition, it seems that significant learning and/ or comprehension, delving, assimilation, etc. are all impossible if the material isn’t examined again and again by the teacher who is in charge of the studying. The teacher is the main source of knowledge; there are further sources of knowledge, but they are not indispensable. The pupils don’t necessarily want to study- and therefore they won’t study, unless we supervise them and pressurize them into preparing their homework / assignments / study for exams.

We believe that the teacher’s experiencing a different learning method – will be able to impart a different learning experience, develop a different way of thought, different work methods- if only slightly so, and a different attitude to the teacher-pupil ritual within the familiar and permanent learning space within the classroom.
The teacher undergoing further training will see, from the pupil’s point of view – that the responsibility for learning is his, the group heterogeneous as it may be will function, and the assignments will be handed in actually as if everyone set in the classroom and handed in their homework. The teacher undergoing training will be asked to examine his achievements, and his group’s achievements whenever a section of the trainees’ work is completed – and express his opinion in front of the group.

This work environment will endow the teachers with the ability to take on the role of teachers – the future instructors in a technology-based environment. The teachers participating in further training schemes will be able to study during the further training courses without being dependent on time and place, as the information reaches them instead of their having to arrive at the source of information. The heterogeneous training teachers’ work teams will map out the teachers’ abilities as professional teachers, and as teachers who use in practice the slogans of the “independent learner”- who takes on the responsibility of studying, who is a student researcher and a member of a studying community.

The teacher completing his studies will serve as a member of a work group/team, together with which he will plan the studying, the work sharing, and the various stages of information processing. He will consult with his colleagues, phrase his attitudes clearly, use through his work a technology-based environment, and serve as an active member of a learning team, that will be able to continue its’ existence even after the completion of the further training course, and carry on his experience together with his current daily work. The teachers participating in the further training course will meet once a month, or at other intervals that will be predetermined in order to improve the dynamics in groups, to attempt and see what phase the work is in relation to the goals that were set, and in order to maintain the connection among the trainees within a large group.

Communication is an effective and accessible means to work, but it can’t replace the immediate encounter among people.

The teacher completing his studies will be exposed during the course of his work to information from those training schemes he doesn’t belong to, to information pools which aren’t of his field of knowledge, to discussions where his opinion counts and its’ expression contributes to the discussion’s enrichment, despite the
fact that this isn’t sufficient to award him a further training benefit (remuneration). This is just as it happens in the real world of communication- in which experts from various fields of knowledge place their knowledge and the information they collected at the disposal of the general public.

The learning process according to this initiative initiated the genuine learning that occurs in daily life, in which we find information, and have to operate rules and tools in order to make correct and intelligent use of this information.

There are a number of attempt made in Israel to “e - learning”. Most of the experiments were made on the Internet, in English, and the majority couldn’t sever its’ ties to the common time and place of learning. A number of experiments were made on the “ Zafonet” network – the northern region’s communication network, the study “of” and “about” various computer instruments, within experts’ discussion groups and colleagues’ discussions. A number of schools of learning from afar were established throughout the world, including some of the centres, which are Academic institutions. The minority of these are teacher training or teaching manpower enhancement institutions.

What is “KAMEA”?
KAMEA- the initials of “ New Immigrant Teachers’ Community” (in Hebrew) on the Internet website of mentoring in absorption, which was established in the north region with the aim of:
Mentoring the new immigrant teachers during the process of the inter- cultural transition.
Providing support during the social and professional integration.
Providing an opportunity to learn and improve the Hebrew language by means of the “e - learning” method.
To allow the teacher a direct contact with the officials at the Ministry of Education by means of the website.
Approximately 250 new immigrant teachers participated in the 1999 - 2000 school year in the “Kamea” website’s framework, within a special program for the absorption of new immigrant teachers (support groups, discussion forums, further training according to the “e - learning” method, mentoring project, etc.)
The beginning of the last decade brought a wave of immigration – about 1,000,000 immigrants came from the former Soviet Union. In 1989 – 1999 about 700 immigrant teachers were absorbed in the schools of the northern district (from kindergarten to high-school). In addition, a large number of immigrant teachers were absorbed by other frameworks, such as those of the informal education, colleges sports associations, music schools, day-care centers, boarding schools and more.

The extent of immigration required the Ministry of Education to make policies and organize for the absorption of the immigrant teachers and students in the education system. As a result the teachers were absorbed in the system of “courses for the adaptation to teaching in Israel” in all subjects relevant to the Israeli education system. This is how teachers of music, special education, languages, and art were absorbed as well as kindergarten teachers and in particular Mathematics, Physics and science teachers.

The adaptation course is a 900-hour course and aims at getting to know the education system in Israel, new teaching methods and the Israeli curriculum. During the course, immigrant teachers experience teaching in various schools and are accompanied by pedagogical instructors. They observe lessons of veteran teachers and give lessons. In addition, the course syllabus includes the mandatory subjects the immigrant teachers have to learn in order to get a license for teaching in Israel.
The situation of demand and supply of teaching personnel has changed in the last decade. As a result, the northern district cannot absorb any more new teachers, including immigrant teachers. The outcome is that there are few adaptation courses in a limited number of fields such as English. Therefore, immigrant teachers who manage to get into the system without participating in an adaptation course still have to learn the mandatory subjects: Hebrew, Hebrew Literature, Jewish history, Civics, Bible and Judaism.

In the school year 2000 - 2001 such a course opened in Kiryat Shmona. The teachers started the course during the summer vacation and will continue throughout the school year.

Hebrew lesson, The Immigrant teachers from Kiryat Shmona
APPENDIX 7

A professional tour concerning the absorption of new immigrant teachers

This visit was devoted to a visit in Katzrin: “Ohalo” College and the Gamla School. 35 immigrant Physical Education teachers who emigrated from the former USSR are studying in Ohalo this year. They have to attend a one-year programme designed especially for immigrant teachers called “Adaptation to Teaching in Israel”. During this one-year, immigrants are exposed to an educational system, which is new to them as well as to the curriculum and teaching methods in this country. They learn Hebrew and Judaism, Jewish history and Civics. In addition, the teachers participate in a First Aid course and gain classroom experience while being mentored by the college’s pedagogical instructors and their mentors.

During our visit of the college we had a meeting: Mr. A.B. – head of the department in Jerusalem, Mrs. E.B. an inspector in charge of the northern district’s Department of Immigration in the Ministry of Education, Mr. M.G. an inceptor of Physical Education in the northern district, Mr. A.K. – an inspector of Physical Education in the Haifa district Mr. A.R. Chairman of the Ohalo College, Mr. H.L – executive Chairman of Ohalo College, Mr. A.A, the course coordinator, Dr. M.A, Head of the Israeli Studies Department and Mrs. A.L – manager of the Immigration office in Karmiel.

The participants heard a report presented by the College Chairman and the course coordinator about the progress of the immigrant teachers, about problems, success and about the course structure. In addition, the participants met the student teachers, answered questions and noted their requests.

The rest of the day was devoted to a visit in the Gamla School in order to observe how immigrant teachers adjust to the Israeli system. The Gamla school has absorbed 10 immigrant teachers in the course of the last years. The school principal was proud to introduce the teachers, tell about their activities and the contribution to the school and to the students of Katzrin. She told exciting personal stories about their absorption and presented impressive products of their work.

The Gamla School presents a combination of values, achievements, tolerance and absorption of immigrants.

Einat Berger
Inspector of immigrant Teachers – the northern district.
APPENDIX 8

“I cannot imagine my life without teaching and without my students”


There is no doubt that the first years of teaching are hard both for the teacher and for the system. The immigrant teacher copes with the difficulties experienced by novice teachers (adjusting to the school, coping with discipline problems and with teaching in heterogeneous classes, contacts with parents and more)

“Most of my problems stemmed from not being familiar with the elementary rules of the schools in Israel. It is a pity that there was no one to explain them to me until I became familiar with them” (Israel, Physical Education teacher, M.A. 6 years in the country).

The northern district of the Department of Absorption of immigrant teachers runs in service training courses in two major fields:

- Improving Hebrew
- Coping with absorption difficulties in the Israel education system.

Courses of school climate and class management take place in Nazareth Illit, Kiryat Shmona, Karmiel, Acco and Afula. During the courses, we tried to provide solutions for these problems and support immigrant teachers in the process of the trans-cultural adaptation. The teachers participated in discussion groups that took place in the sessions. They also participated in discussion groups on the Internet. In addition, teachers were taught to work on-line in computer applications sessions.

It is important to remember that Hebrew, which is not the immigrant teachers’ native language, becomes the main and most problematic working tool for them. It does not matter how experienced the Mathematics or Biology teacher is, but if the way he
expresses himself is funny and he makes numerous mistakes, he loses confidence on the professional level.

"Following our sessions in the computer center in Migdal-Haemek, I would like to say that everything we have learnt helped me a great deal with understanding computers and the ways of working with the Internet. Our sessions proved that I could also try working with computers and understand what it is that I am doing. Thanks to you I am now considered “the expert” of the computer team in school, and can do most of the tasks that have to do with my subject matter. Thank you very much, and I am looking forward to more courses”.

Polina, Nazareth Illit.

In order to help immigrant teacher narrow this gap, there are in-service courses for the improvement of Hebrew in Nazareth Illit, Kiryat Shmona, Karmiel, Acco and Afula. About 120 teachers attend the workshops while aspiring to learn the language not only as a set of grammatical forms, but in order to use it in the context of their school work according to the circumstances, which might alleviate their integration. Immigrant teachers can also improve their Hebrew on-line.
APPENDIX 9

Minutes of the Department of Immigrant Teachers’ Absorption
Jerusalem, March 17, 1999

Participants: the Department manager, and the district inspectors.

The issues discussed in the meeting:

1. In-service courses for immigrant teachers.
   - The activities of in-service courses for the improvement of the immigrant teachers’ Hebrew, which were stopped due to budget problems, have to be resumed.
   - Each district will get the allocation of hours for the in-service courses. These hours have to be used by the end of the school year or during the next summer vacation.
   - The ministry of Education will pay the teachers who teach Hebrew in these courses.
   - Class management courses – the teachers’ fees will be paid according to teachers’ cards. The budget code is to be received from Mrs. B.G.

2. Adaptation to teaching in Israel courses.
   In order to plan the opening of these courses and their distribution in the various districts, please submit the list of immigrant teachers who are to attend the courses (according to their subjects of teaching).

3. Meeting with the Teaching Personnel manager.
   - The issue of the immigrant teachers from Ethiopia – a specific issue that was solved. The teacher is now working in an agricultural farm.
   - The problem of allocating hours from the “immigrant teachers’ basket” forces the system to give immigrant teachers tenure including the special hours. Efforts will be made to find the proper formula.
4. Adaptation course for immigrant teachers, whose subjects are sciences and technology in society.

There are two such courses, one in the “Achva” college and the other in the “Oranim” college. The latter has sent a protocol of their staff meeting pointing to the college’s ability to face the challenge.

5. Proficiency tests

After some problems had arisen in some of the district regarding devising and carrying out a test to categorize the candidates for teaching English, Mr. Y.C. (Department manager) has approached three colleges and asked them to draw a proposition for the execution these tests. No answer has been received yet.

6. Distribution of hours to new immigrant teachers in 2000

Due to the budget situation prior to the elections, the hours will be distributed to the schools before the Passover vacation. Therefore, inspectors are required to speed up the press of filing applications for the supplement salaries, not as was the custom at the beginning of each school year.

7. Publications of the Department of Absorption of new immigrant teachers

The need for department publications was discussed. Previous attempts had failed. Therefore, it was decided to raise various issues and share the load, by each district submitting information about the activities according to the joint model. Following are the proposed contents: Rationale, objectives, and regulations, in-service training, mentoring during absorption (the inspectors’ attitude, talks with principals, absorption difficulties), special projects.

The draft will be prepared for the next meeting.
APPENDIX 10


a. In the school year 1999-2000, an immigrant teachers community operated in two main areas:
   1. Improvement of Hebrew.
   2. Coping with the absorption difficulties in the education system.

There is no doubt about it – the first years of teaching are hard both for the immigrant teacher and for the system. The immigrant teacher has to cope with numerous problems simultaneously: the difficulties of novice teachers (integrating into the school, coping with discipline problems and teaching in heterogeneous classes, contacts with the parents and more) and those of a new immigrant (housing, work, culture shock, language problems and others).

In-service courses of class management and school climate, which were held in Nazareth Illit, Kiryat-Shmona, Karmiel, Acco and Afula, tried to cater for the needs of the teachers and support them in their inter-cultural transit. The teachers took part in discussion groups on the Internet. In addition, they were trained to work in an on-line environment in sessions that took place in the computer guiding centers of Tzafonet.

We must bear in mind that Hebrew is not these teachers’ mother tongue, but is their most important, and therefore most problematic working tool. It does not matter how rich their experience of teaching mathematics or biology is, but if he does not master Hebrew, and his speech is full of mistakes, he loses his self-confidence as well as the professional one.

In order to help these teachers to narrow their linguistic gaps, there were in-service courses for the improvement of Hebrew, which took place in Nazareth Illit, Kiryat-Shmona, Karmiel, Acco and Afula. About 120 teachers attended the courses. The objective was not to learn Hebrew as a set of grammatical rules, but
to use it in school contexts according to various circumstances, which, for the teachers, are the circumstances of integration. Immigrant teachers who participated in the courses had the opportunity to enrich their Hebrew on-line (with materials written especially for this programme).

b. Programmes for 2000-2001
The school year of 2000 – 2001 will continue to witness immigrant teachers getting support in two main areas: improving their Hebrew and class management.

The issue of class management and school climate is designed to be handled with the help of the Oranim College (Mrs. H.T.) and Haifa University (Dr. R.S.). It was agreed that the on-line community would be used as part of the learning process.

The department of Adults’ Education, which is in charge of the Hebrew in-service courses, was required to prepare structured courses that would include certain chapters to be learnt with the use of computers and the Internet. Unfortunately, the department does not have teachers that are skilled in this area. That is why the guides of Tzafonet will have to teach the immigrant teachers as well as their Hebrew teachers.

The other area that can use the site for training the teachers is a forum of peer-groups, which will meet in the guiding center in order to develop teaching materials and didactic aids for the site, while learning various computer applications.

c. Allocating training days.
In the school year 1999 – 2000, 2 guides (training days) were appointed, who met all 5 groups and taught the immigrant teachers computer and Internet skills, and enabled them to participate in the discussion groups and the Tzafonet site. The third guide was for technical support.

The roles of the guides:

- To write materials for the site (the lessons have to be changed and renovated)
• To design and shape the site, change it, provide technical support and teach the teachers to use the site.

• To manage the discussion groups (writing comments to the teachers, solving problems and managing the on-line peer group).

• Managing and developing the site (This, I am asking for myself, because I cannot keep doing it on a voluntary basis).

d. Cooperation

I would like to thank the guiding centers in the district, especially Hana Almog, for enabling the sessions with the immigrant teachers in order to teach them on-line skills. The teachers would not have an opportunity to become familiar with this area otherwise, as most of them do not have computers at home.

Immigrant teachers on the web forums wrote the following lines:

Sofia: “When we come to the class management lessons, we feel free. Each teacher can express himself freely. During the lesson, teachers raise ideas about the lesson, and the discussion develops. People are not embarrassed to speak, because our mentors listen carefully and patiently to what ever we have to say or to suggest. They also accept our suggestions. When we had a group presentation, I had to introduce my group. At first I felt uncomfortable, and I was embarrassed to speak, but gradually, I saw that the group and the teachers were encouraging me, and I calmed down. As a result, I had the chance to open up and express myself freely. In short: the method used by the mentors encourages social performance, and we enjoy the lessons.”

Polina: “Following our meetings in the computer center in Migdal Haemek, I would like to say that everything we have learnt is very useful. It helped me understand computers and the Internet. The sessions proved that I, too, could work with computers and understand them. Thanks to you I am considered very experienced in computer work and can do most of the tasks that are related to my subject. Thank you very much, and I hope to have more courses like that.”

Sincerely,

E.B.

Inspector in charge of Immigrant Teachers.

Copy: Mr. D. W. – the District Manager

Mr. A. B. – the Department Manager, Jerusalem