**Basic Studies: 8 yearly hours total**

**English for Academic Purposes: Pre-Basic, Basic and Advanced 1 + 2. (2 y.h.)**

**Abstract:**

The English for Academic Purposes program offers students a range of academic reading opportunities and extensive skill development for better understanding of academic articles written in English. Students will at the end of their course study need to show proficiency in reading academic texts in English which is a requirement for the completion of an academic degree.

**Linguistics A – Basic Concepts (2 y.h.)**

The course teaches the basic concepts of phonology and morphology, analysis of the linguistic phenomena of vowel forms and a general understanding of linguistic processes.

**Linguistics B – Linguistic Configurations and Processes**

The course will discuss processes and changes in the Hebrew language, focusing on correct pronunciation and linguistic propriety.

Course goals:

* Understanding correct pronunciation;
* Acquaintance with the modes of Hebrew language expansion and understanding of the noun and verb systems of contemporary Hebrew;
* Encouragement of linguistic propriety in the reading of vowelled and non-vowelled texts

**Linguistics C– Comprehension and Expression**

Text analysis and improvement of written and oral expression.

Course goals:

* Improvement of reading comprehension;
* Improvement of written and oral expression;
* Acquaintance with the rhetorical structures of different texts;
* Understanding text indices complexity and their contribution to acquiring proficiency in reading comprehension and expression.

**Computerized Academic Proficiency (1 y.h.)**

The course is the first of a series of three courses which teach and integrate computerized thinking in all realms of teaching. The course is meant to improve the student’s abilities to use computer environments with a focus on internet research. The student will learn methods of enhanced information retrieval and how to deliver a structured presentation, as well as building and presenting an interactive lesson unit using a variety of multimedia tools.

Course goals:

* Familiarizing students with internet search methods;
* Structured information presentation and analysis;
* Development of a full interactive lesson unit – the course’s final product

**Jewish Culture and History (1 y.h.)**

Study of sources dealing with principles and content of the Jewish calendar and its special occasions: the Sabbath, holidays and fasts.

Course goals:

* Familiarizing students with the cycle of the Jewish year (based on the Bible, rabbinic literature, and Jewish thought throughout the ages);
* Designing an educational Jewish personality while studying major themes of the Jewish world that arise over the course of the year;
* Providing students with diverse methods for studying Jewish sources.

**Leadership in Education (1 y.h.)**

At the center of the course is the question of principal’s and teachers’ place within the fraught reality of the 21st century, which transforms the school space into a complex, challenging system, demanding autonomy alongside dependence on the environment. They must manage and lead the educational organization while dealing with structural, organizational and thematic changes taking place in the Israeli educational system.

These major changes require teachers and principals to make preparations and changes in their organizational behavior in all areas under their responsibility; they must be able to assimilate workflow changes from the level of management to the level of the teacher and the administrative team.

Course goals:

* Acquaintance with the subject of leadership with a focus on the educational leadership of principals and teachers;
* Supplying broad, up-to-date, theoretical and practical knowledge about dealing with and leading change;
* Developing the ability to combine theories with practical educational work;
* Student empowerment and development of educational organization leadership in an effective, creative and innovative way, to be adapted to the new situations necessitated by changes in environment;
* Acquisition of knowledge, tools and skills needed for educational research;
* Acquisition of knowledge and understanding of the educational system for the best integration into the ever-changing reality of the teaching-world.

**Democracy Education (1 y.h.)**

At the dawn of the 21st century, life in a democratic society seems self-evident to us in the state of Israel. One often hears political leaders saying that Israel is the only democracy in the Middle East! But is that so? What distinguishes us from other states and why do other democratic states often criticize Israeli democracy? Is there such a thing as absolute democracy, and can one exist? How is the democratic spirit expressed in the educational system (if at all), and more importantly: how do we educate younger generations in the spirit of democracy? These are only some of the current and future challenges facing the 21st century educator. This course tries to answer these questions, and give the students critical tools allowing them to adequately grapple with subjects pertaining to the themes taught in schools.

The course surveys major trends in Jewish, Zionist, national and post-Modern education as they developed throughout the 20th century. After a theoretical introduction and historical overview, the course deals with a series of unique test cases at the heart of the educational curriculum in Israel.

Course goals:

* Familiarizing students with the basic concepts of democracy;
* Familiarizing students with the basic conceptual, psychological and practical difficulties of teaching democracy in schools and in Israel in general;
* Familiarizing students with the classical literature of the field;
* Development of critical thinking about the different educational systems and their approaches.

**Holocaust History Seminar**

**Educational tours**: Tour of Jerusalem/Tel Aviv

**First aid:** 44 hours – authorization good for two years. **Israel Magen David Adom only.**

**Road safety**: Must be taken once between first and third year, and no later than the latter. Mandatory course for receiving 80% authorization of third year alumni.

**Emergency safety**: Must be undertaken once between first and third year, and no later than the latter. Mandatory course for receiving 80% authorization of third year alumni.

**Conferences**: A total of two conferences in the second and third year.

**Practical Experience and Didactics: 21 yearly hours total**

**Colleague Education – Experiential (3 y.h.)**

This course is dedicated to the connection between theory and action in practice teaching both in the classroom, as a model of classroom work through colleague learning, and in practical work in the school. Having acquired tools and theory during his/her studies, the academic student will gain experience practicing teaching in a classroom. During their teaching training, students will become acquainted with the school and classroom environments and be exposed to the daily processes that take place at a school.

The goal of practical experience is to develop the student’s educational, learning and innovative capacities, while developing processes and forming his educational outlook.

Course goals:

* Student’s personal and professional development;
* Acquaintance with school culture and the diverse roles of teachers and educators;
* Practical experience in lesson planning, creating teaching assignments and classroom instruction;
* Dealing with diverse student populations;
* Classroom teaching and reinforcement of student teaching skills;
* Experience analyzing teaching situation from the field of experience.

**Significant Learning (1 y.h.)**

The students will learn Significant Learning concepts and approaches. They will acquire theoretical tools which they will then implement in practical work in training classes.

Course goals:

* Overview: development of the educational, reflexive, and creative capacities of novice teachers, forming the character of an educational leader.
* Students will also be acquainted with the fundaments of teaching philosophy: education, teaching, constructive Significant Learning, goals in education, the good/proper teacher, etc.
* Students will be acquainted with diversity in the classroom, the different types of learners and the teacher’s role in the learning and education process.
* The students will acquire tools and skills that will help them in managing classrooms and developing their ability to plan classroom activity.

**Innovative Pedagogy (1 y.h.)**

The list of 21st century skills (Partnership for 21st century skills, 2014) can form the basis of building innovative pedagogy whose aim is to train learners to be future citizens of a democratic society integrated into a changing work market. Even though many of the elements on this list, such as communality, high-order thinking skills and research are not new (Dewey, 1938), technology allows us to implement these capacities in the educational system like never before. It is important that novice teachers experience pedagogy based on these skills to expose them to ways of managing these learning methods in their future classroom, and to be able to discuss the challenges inherent in their use. The course will deal with innovative pedagogy and experience in a project of designing an innovative learning space under the Design Thinking model.

Course goals:

* Knowledge of the elements of 21st century skills;
* Experiencing learning based on 21st century skills.

**Creative Learning (1 y.h.)**

The students will learn and experience different learning, thinking and group work strategies, implementing what they have learned in an environment filled with project-challenges. The students will learn and experience working in a knowledge-rich environment as well as integrative, project-based ways of teaching. Among the course subjects are: group work and communal learning, project-based problem-challenged learning, project learning principles.

Course goals:

* Overview – empowering students as individual learners with diverse learning skills and group work abilities in a project-based educational environment;
* Acquainting students with the principles of project-based learning and allowing them to experience group work around problems;
* The students will be able to raise questions fostering their understanding of the teaching-learning process.

**Practice Teaching (13 yearly hours)**

The Practice Teaching course aims to create a nurturing environment that will foster the third year student teachers' development as English teachers. The course will integrate what the students have learned in their courses with their teaching practice in the field. The course will focus on developing good English teaching skills by connecting theoretical knowledge with practical knowledge. The practice teaching course will be accompanied by the English Teaching Didactics course that will be held in the college.

**English Teaching Didactics (2 yearly hours)**

This course aims to prepare students for meeting the challenges of teaching English as a foreign language in Israel. The course will accompany the students' practice teaching course. The student teachers will be able to update, enrich and extend their knowledge of EFL education and its application in the classroom. Thus, the course aims to develop the student teachers' knowledge and understanding of the prominent English learning and teaching approaches. The course aims at fostering reflective thinking and practices as a powerful device for lifelong learning about teaching practices.

**Education Studies: 15 yearly hours total**

**Academic Literacy (3 y.h.)**

Academic literacy is the ability to read and write academic texts. This field is distinct from regular literacy because of the unique academic context, a consequence of the characteristics of academic research. This course also deals with the different parts of the academic essay, according to the different disciplines and areas of study in the college.

Course goals:

* Acquaintance with the fundaments of academic literacy;
* Knowledge of different types of academic texts and their uses;
* The ability to summarize and analyze academic texts; experience in basic academic writing;
* Acquaintance with the library, searching databases, writing bibliographies, references and the rules of citation.

**Introduction to Special Education 1 (1 y.h.)**

The course will deal with the Special Education Law enacted 1988, acquainting students with the law and its great importance as well as with the fundamentals of special education; special education didactic and pedagogical principles; and special education models and their influence on the special education educational system. During the course we will deal with the relation of the special-needs child to their family and school and their integration into the educational system.

Course goals:

* Acquaintance with the fundaments of special education;
* Acquaintance with the Special Education Law, enacted 1988;
* Acquaintance with special education didactic and pedagogical principles in the educator’s work with special-needs students;
* Acquaintance with the developmental models of special-needs people: the nursing, medical, educational and humanistic models;
* Development of positive stances vis-à-vis the assimilation of special-needs students;
* Understanding the importance of relations between the special-needs student’s family and the special needs of educators and students in class as a key condition for the success of integration.

**Introduction to Special Education 2 (1 y.h.)**

During the course students will be exposed to different special-needs populations: definition, characteristics and teaching methods, while recognizing the importance of adapting an educational framework that fits different needs. This course will emphasize the importance of developing students’ life skills while stressing teaching methods and the work of educational teams.

Course goals:

* Acquaintance with the special-needs target population;
* Acquaintance with the different framework of special education;
* In-depth study of life-skills– both theoretically and practically – while analyzing how each special-need student should be equipped with a life-skill according the character of the problem, its severity and the child’s individual needs;
* Knowledge of the special education educational teams’ work in theory and in practices.

**Introduction to Psychology and Developmental Psychology (2 y.h.)**

The course in Developmental Psychology of toddlers and kindergartners focuses on the acquisition of knowledge on processes and stages of early development, the exposition of major theoretical approaches of early childhood psychological developmental phases, while discussing psychological problems in child development and their practical application by the kindergarten teacher in kindergarten and daycare. In addition, its deals with developing students’ ability to register the behavior of nursery-school children and kindergarteners, and to understand psychological development terminology.

Theoretical themes connected to the uniqueness of developmental psychology of nursery school children and kindergartners – its essence and goals, the early years of developmental psychology research, emotional and behavioral development among toddlers and kindergartners (the psychoanalytic approach of Freud and his followers), Winnicott’s and others’ theories of object relations, attachment and separation as formulated by Bowlby (the nature of attachment, the importance of attachment to development, toddlers’ fears), cognitive development until kindergarten (according to Piaget and Lawrence Kohlberg), social development in early childhood (according to Ericson’s approach) and unique issues in toddlers’ and early childhood development – are studied during the course.

**Computational Thinking and its Applications (1 y.h.)**

Computational Thinkingdeals with the formulation of solutions to problems in a way that can be implemented by computational instrument. A computational instrument can be a human or a computer. The course brings the world of computational thinking into the world of teaching. The course provides tools which allow teachers to create educational disciplinary environments appropriate for their classroom students. A central element in the course is the Scratch learning environment, which students will use to develop creative and process-based thinking methods for systematic problem-solving. A main part of the course is the application aspect of the themes taught. In this part, the students will plan and develop teaching methods which create a change from the existent, transforming from Users to Doers.

Course goals:

* Teaching and developing systemic and creative thinking;
* Teaching and developing systemic problem-solving abilities;
* Demonstrating the Scratch platform and its different uses in the education system in Israel and abroad;
* Teaching the teacher to apply computational instruments in practice.

**Introduction to Statistics (1 y.h.)**

The course will be devoted to acquisition of the fundaments of scientific research and descriptive statistics. Methods of organizing, presenting and analyzing qualitative data methods will be studied; while emphasizing statistics’ contribution to a better understanding of the educational field. The course will be accompanied by theoretical and practical drills in a computer lab using Excel and internet publications.

Course goals:

* Acquisition of tools for concise and clear data organization;
* Developing the ability to read and analyze data;
* Exposition of standard qualitative educational evaluation tools;
* To achieve the aforementioned goals, use will be made, among other things, of growth and effectiveness measure reports, teacher and other function-holders evaluation reports as well as statistical data published by the Education Ministry.

**Quantitative Research Methods (1 y.h.)**

This course will teach students the foundations of statistical thinking and the application of statistical principles in academic work. It will also encourage individual learning supervised by the instructor, using online tools for the creation and assimilation of subjects learned.

Course goals:

* Acquaintance with a variety of statistical subjects. The course is meant to teach the student principles of statistics and higher-order thinking about randomness and data processing;
* Teaching higher-order thinking through guided individual learning.

**Qualitative Research Methods (1 y.h.)**

The course teaches skills and insights from the field of qualitative research in education which will aid the consumption, evaluation and production of research which uses this approach. The course will include learning while gaining experience in qualitative research management, data gathering, analysis and interpretation.

Course goals:

* Acquaintance with key concepts in qualitative research;
* Acquaintance with the principles, characteristics and research models of qualitative research;
* Acquaintance with the tools of qualitative research; understanding of the importance of combining quantitative and qualitative research;
* Experiencing reading and analyzing scientific essays which use a qualitative approach;
* Experience in the basic research practice of qualitative research.

**Didactics of Mathematics (1 y.h.)**

Research in mathematics education point to the fact that effective teaching is based on four elements: the teacher’s mathematical knowledge of the subjects taught; didactic knowledge (how to teach); knowledge related to the student’s cognitive development at this age; and constructive communication between student and teacher. In this course we will deal those four elements using subjects drawn from the elementary school program. The majority of the course will be conducted on a distance-learning module.

The course’s goal is to equip students with their own “toolbox” for understanding mathematical concepts and processes according to the mathematics curriculum in elementary schools. The course will present approaches, and educational and physical and virtual visual aids through which teachers can demonstrate abstract concepts to children, while making full use of their abilities and expanding them within every child’s possible development span.

Course goals:

* Knowledge of mathematics curriculum;
* Awareness of methods for teaching mathematical concepts and computational skills;
* Acquaintance with different approaches and models of mathematical education;
* Experience with different teaching accessories;
* Didactic aspects of elementary school mathematical education: activities for beginning class, incorporating games and mathematical stories into learning; knowledge of students’ common algorithmic mistakes in the four mathematical processes and alternative algorithms.

**Proper Language Development (1 y.h.)**

In this course we will answer the question: what is language? We will get to know language’s influence on the child from social, emotional, and cognitive-conscious perspectives. We will learn phonology, morphology, syntax, semantics and pragmatics. We will familiarize ourselves with linguistic development and the characteristics of each phase. We will expose and teach works of literature and their role in the child’s life from a linguistic perspective.

Course goals:

* Understanding the role of language and its importance to the child’s life;
* Exposition of approaches explaining the process of language acquisition: the behavioral, innate, constructivist, neural net and communicative approaches;
* Knowledge of literature, understanding their actual, emotional and cognitive social influence.

**Education Seminar (2 y.h.)**

Writing of a term paper of students’ choice from a variety of subjects.

**Elective Course, one of the following (1 y.h.):**

**Sociology of Education (1 y.h.)**

The course presents the main theories and approaches in the ‘sociology of education,’ and the importance of a general education as formal socialization tool that influences – and is influenced by – wider social systems. The course will highlight the two sociological perspectives on education: the influence of culture, politics and the economy on education (the macro approach), and the influence of the educational system’s characteristics on its role-bearers (the micro approach). Investigation of education sociology will be done within the theoretical analysis of the three leading approaches in modern sociology: Functionalism, Symbolic Interactionism and Conflict.

Course goals:

* The goals of the course are the widening and deepening of knowledge in educational sociology and exposure to sociological theories in an educational context. Students will get to know the distinct social characteristics of the educational systems in Israel and around the world, and understand the interrelation between society and educational systems.

**Assessment Methods (1 y.h.)**

The course – assessment alternatives – deals with assessing students by alternative means, i.e., assessment methods that **are not** tests. Among the alternative assessment tools are portfolios, journals of different kinds, authentic/implementation tasks, observation, research work, internet research and others. Classes will highlight fundamental principles, acquaint students with different alternative assessment methods, and provide experience using them.

The fundamental question will be: what are the advantages and disadvantages of each alternative assessment tool and the paradigm it represents? What connection, if any, exists between traditional assessment (testing) and alternative assessment? What considerations must a teacher make when choosing an alternative assessment tool to evaluate the students’ accomplishments? The course’s goal is implementation. At its end, the students will be able to construct different alternative assessment tools, and use them as an index for the process and the outcome.

Special focus will be given to indexes used as aids in evaluating learning performance (with alternative evaluation tools), to ascertain process and outcome.

Course goals:

* Definition of the fundamental principles of alternative assessment while evaluating classroom performance;
* Focusing of alternative assessment in the field of classroom performance evaluation;
* Marking the field’s development and importance;
* Definition of characteristics, examples and implementation of alternative assessment tools such as: portfolio, authentic tasks etc.;
* Posing fruitful questions about different alternative assessment tools;
* Distinction between psychometric assessment and alternative assessment, advantages and disadvantages;
* Employing discretion in choosing the assessment tool fitting teaching goals.

**Introduction to Educational Philosophy (1 y.h.)**

The course follows the historic-philosophical roots and sources of the educational conception through a debate on fundamental subjects, key terms and understanding of major approaches in educational thinking and philosophy. Beginning in Antiquity with the great philosophers, such as Plato and Aristotle, through the Middle Ages and Church education and to our days, in the philosophy of Zvi Lam and Nimrod Aloni—all the while trying to arrive at a personal educational “credo.”

Course goals:

* Reading philosophical texts which deal with educational philosophy;
* Raising questions about the basis of the educational act, such as: what is education? What is an educational philosophy? What is knowledge? What should be taught in schools? What are education’s appropriate goals? What are the aims of a school? Do we have the right to educate? Who is deserves to be an educator? What trends have evolved over the years? Where are we headed? The answer to those and many other questions will be based on philosophical texts from different periods;
* Placing trends in the development of education on a timeline;
* Understanding cultural contexts in relation to educational philosophy.

**Art Division: 15 yearly hours total**

**Using Movement Intelligence to Nurture Basic Principles**

The students will study up-to-date and innovative theories dealing with teaching and concept acquisition. They will acquire tools and diverse methods to nurture them while adapting to the changing needs of children of that age. Movement is a natural foundation that allows growth and development while relating to the environment in which the child lives. The course will also provide information about activities that combine different teaching approaches and which nurture movement intelligence to promote cognitive abilities, i.e. using movement to advance the child from the cognitive, physical and emotional phase they are in to the next.

Course goals:

* Definition of the optimal and necessary basic principles according to the children’s ages and developmental phases;
* Knowledge of movement activities that serve to illustrate basic concepts: movement games that combine these principles;
* Improvisation according to appropriate models, exact concept-fitted movement tasks;
* Individual work formulating appropriate movement activities;
* Practical experience in implementing the subject in colleague teaching.

**Music throughout the Year (1 y.h.)**

Over the course of the year, education professionals teach subjects that have to do with the yearly cycle, such as: holidays, the seasons and special occasions. This course acquaints students with themes connected to “the cycle of the year” in an experiential way, picking up a rich repertoire of musical themes and activities and giving students practical ways of incorporating the subjects learned in educational activity. During the course, participants will learn musical works of world literature and songs relevant to “the cycle of the year.”

The course will be conducted in a unique fashion: two concentrated days of learning will take place in the college, with online units later on. Full participation is mandatory during those two days.

**Course goals:**

* Acquisition of tools to incorporate music into educational work at school around the themes of “the cycle of the year”
* Developing social aspects to do with the “*mafteah halev*” values in connection with the cycle of the year.
* Learning a musical repertoire of songs; listening to and playing pieces related to the cycle of the year.
* Practice with experiential musical activity.

**Incorporating Movement into Elementary Schools (1 y.h.)**

The need for movement in children is as basic and natural as the need for rest and food. Movement allows children to grow and develop. In movement, children learn about themselves and their surroundings, are given the bases of wholeness and health, develop their self-esteem and self-image, begin thinking rationally on the basis of intuitive thinking and develop their social skills. These processes influence and are influenced by each other. The course is organized around the child’s physical, cognitive, emotional and social development process and equips teachers with tools to incorporate diverse movement experiences into their lessons.

**Course goals:**

* Presentation of the possibilities inherent in learning-centered movement activities.
* Addition of movement activities to the school day and their incorporation into the subjects studied.
* Presentation of a holistic approach to education.
* Stressing the needs of individuals through movement.

**Educator Self-Awareness through Movement in School (1 y.h.)**

Early childhood education is a fundament on which a man’s world is built throughout their life, and in whose light the child’s character is shaped. In the educational dialogue between the child and the educator, it is important that the educator be self-conscious. Self-consciousness is an inward gaze at the world of emotions, thoughts and values and enables self-assuredness, the abilities of expression and communication, sensitivity towards the other, tolerance etc. Movement is an educational tool for self-consciousness, through which educators learn to be aware of their body language and emotions.

In this course the students will get to know the movement learning process that simultaneously combines a number of different elements: the language of movement, space, images, emotions and feelings, the ability to change schemes according to changing situations and a consciousness of the body’s abilities.

**Course goals:**

* Development of consciousness of body language and its importance as an educational tool.
* Understanding the importance of movement in a child’s developmental process.
* Developing educators’ individual consciousness while furthering knowledge of movement concepts.
* Fostering personal movement intelligence.
* Development of the ability to examine a moving child.

**Educator Self-Awareness through Music in School (1 y.h.)**

Exploration of music’s place in human life and its role in the personal and social cycle of life. Exploration of music both from a historical perspective as well as from a multi-cultural point of view. The course will include study of the history of Western music alongside popular musical expressions from around the globe, and it will also reference music as part of personal identity and social-cultural-community belonging. Though the course is given in lecture format, it will also include experiential musical and rhythmic activities.

**Course goals:**

* Enrichment of general knowledge on the history of music and music’s essence as an ancient human behavior
* Acquaintance with different musical cultures
* Acquaintance with the repertoire of musical works from world literature.
* Learning basic musical terms
* Exploring music’s role in personal life cycle and understanding its importance as part of our identity

**Social-Emotional Nurturing through Music (2 y.h.)**

Music is a language that “touches” every person and allows non-verbal communication.

Using music we can nurture the child on different levels: emotional, physical, social and intellectual. The goal of this course is to bring to the student’s attention the power of music in the life of the individual, society and people, and to equip them with educational-musical tools to work with children.

The course presents an educational approach to work with music while stressing the social and emotional needs of the individual and the group. During the course, students explore music’s place in their personal lives and meet unique musical projects that are taking place in the educational system and the community.

**Course goals:**

* Getting to know music’s power and place in the lives of the individual and the group
* Getting to know the power and place of musical work in education
* Realizing the power of music as an instrument of non-verbal communication
* Learning methods of incorporating music into educational work in elementary school
* Enrichment of participants’ knowledge of musical subjects such as: music therapy and music’s importance to child development
* Exposure to aspects of musical activity in different frameworks (athletes, the elderly, special education)

**Singing with Children in Elementary School (1 y.h.)**

The culture of speaking and singing is a cultural cornerstone in the lives of all peoples. During childhood, children discover their voices and makes up songs that combine with the songs they hear around in their surroundings. Hungarian composer, educator and musician Zoltán Kodály claimed that singing was an important basis for children’s musical development, as the voice is the primary, basic and natural tool. The quality of the child’s singing is influenced by the vocal quality of the model to which they are exposed in listening to live and recorded music.

A kindergarten’s educational team is supposed to be a role model to the child in speaking and singing. To achieve a quality vocal model, singing must be nurtured and encouraged, and a quality repertoire of songs with musical themes and elements appropriate for kindergartners and elementary school children should be selected. This course opens a window to quality singing with children, and acquaints them with a wide range of quality songs.

**Course goals:**

* Development of vocal awareness in the educator.
* Improvement of vocal quality in speaking and singing.
* Learning a wide repertoire of songs that accompany the child through the succession of themes in kindergarten.
* Development of discretion in the choice of quality songs for young children.
* Knowledge of diverse ways to teach songs.

**Use of Movement and Play as an Educational-Therapeutic Tool (1 y.h.)**

The use of movement and play is an approach that stresses movement as an educational tool in physical education for young children. The main goal of movement education is so allow the enhancement of movement abilities in experience focusing on the process and the learner’s individuality, in accordance with their developmental phase. In movement education, emphasis is placed on the process, while trying to find movement solutions and encourage thought processes within a set framework and the issuing of verbal instructions throughout the experience. In this course we will become acquainted with movement education and learn how to incorporate it into educational content.

Course goals:

* Selecting teaching goals in accordance with subjects on the curriculum.
* Enhancement of the ability to achieve goals and set operative targets in the education to movement approach.
* Incorporation of movement into educational subjects.
* Roles of the teacher in teaching work – instruction and verbal mediation in education to movement.
* Learning how to organize a physical environment to encourage movement in the school.
* Movement to develop sensory-motor integration.
* Movement as an intelligence allowing the development of other forms of intelligence.

**Children’s Literature in Movement (1 y.h.)**

Young children learn about themselves and about their environment through movement and their senses, and therefore movement is an important developmental biological need. Movement is a language and form of communication through which educational subjects can be taught, serving to develop children’s intelligence.

Korney Chukovsky (1963) followed children, their linguistic development and relation to books, concluding that children think in images, and the illustrations most important to the child are those that feature movement.

Children easily apprehend movements as they are the most important developmental principles existing in their own selves during this period of their lives.

According to Chukovsky’s approach, it is important to the supplement the education of children in a “pre-operative” phase (before their cognitive and linguistic development). The illustrating pictures and words of the text should be supplemented by movement. This is because their abstract thinking at this phase is still unformed, and words as symbols in this phase only receive meaning while experiencing reality (in movement).

The goal of this course is to equip the teacher with the ability to integrate movement into the children’s stories being taught.

**Course goals:**

* Understanding what children’s literature is.
* Development of consciousness and personal sensitivity to the sources of natural movement.
* Deepening theoretical and practical knowledge of movement terms.
* Use of the body as an instrument for expression and non-verbal communication.
* Combining creative movement as a work process according to children’s stories and poems

**Music in Educational Work (1 y.h.)**

Musical education is a significant element in a child’s development. Educators are responsible for educating children in the musical realm, as well. In this course, participants will deepen and expand their knowledge of the field, get to know a repertoire appropriate for children and enrich their musical toolbox so they can incorporate music into their educational work with children.

During the course they will study an array of musical subjects including: musical works, recitations and songs appropriate to the syllabus and schoolchildren’s interests. Emphasis will be put on matching subjects to children’s developmental needs.

**Course goals:**

* Equipping school educators with basic musical understanding for the creation of tools, knowledge of subjects and teaching methods which incorporate music into general studies.

**Music and Language (1 y.h.)**

Abstract: Even before learning to read and write, children can discern language sounds (phonology), internalize them and understand they are Hebrew. They do so with the natural abilities they have at this age, which aid them to internalize language as “music”: rhyming, fusion, transformation etc. Using recitation, new songs and sound games, we can nurture and develop their phonological consciousness (Tali Gorali-Tourel, from Hearing Language, Speaking Sounds).

“Music … is a language where languages end” (Rainer Maria Rilke, To Music).

This course focuses on the connection between music and language. During the course, the participants will discover similarities between music making and language acquisition, be exposed to different methods of working on language development, learn recitations, songs and stories appropriate for elementary classes, and be exposed to experiential musical activity including: singing, recitation, instrument playing, listening and movement.

**Course goals:**

* Acquaintance with the language of music and its cultures, in a process of learning, debate and active experience.
* Development of tools for listening and musical activities as a means of enhancing original thinking, creativity, reception, understanding, illustration and quality of classroom teaching, intended for the teacher who is not a musician.

**Guided Listening (2 y.h.)**

This is a music course which exposes participants to a diverse repertoire of musical works of different styles while deepening acquaintance with the elements of the musical language. During the course, participants will develop focused music listening abilities while noticing details in the musical piece and through its performance they will be exposed to the combination of guided listening activities in their educational work with children. The course includes listening to musical pieces, musical analysis activities, term acquisition, reading and debate.

*“To enjoy music, one needs to know it well, listen to it repeatedly, both successively and after the passage of time. When one listens to a piece of music for the second or third time, one gains pleasure from “the very meeting.” With further listens a sensation of intimate familiarity with the music develops. Which allows us to know “what comes next” and expect it. When the moment arrives and the expectation is realized, the listener is filled with the sensation of emotional satisfaction that can be called a musical experience”* (Batia Strauss, from Active Listening)

**Course goals:**

* Learning a wide musical repertoire from Western music literature
* Expansion of musical knowledge
* Learning basic musical terms
* Acquisition of listening skills
* Learning stylistic characteristics of Western music of different eras and styles
* Learning ways to incorporate guided listening activities in educational work
* Enjoyment of musical experience

**Anatomical and Physiological Aspects of Child Development (1 y.h.)**

The sentence “exercise is medicine” is well known. Its importance to children’s health and development has only grown in the last few years. Moreover, knowledge of the work “tool” is a primary condition for any professional. Teachers of early childhood movement and music will be exposed to understanding the human body and its operation, and thus encourage physical activity at younger ages for better health and development. The course will focus on: the importance of physical activity in kindergartners for their health and correct development; the importance of physical activity for correct development and growth in children; the structure of the human body.

**Course goals:**

* Acquisition of appropriate tools for work on “movement” with children
* Acquaintance of the human body and the differences and restrictions arising from the differences between adults and children, and subsequent class planning.