Part 1: The program thinkers, planners and teachers.

The Hebrew University of Jerusalem was founded in 1925 and most of its glory from the very first days was of the humanities, with a strong emphasis on fostering research and teaching in areas of Jewish Studies. In those years, the university provided students and researchers in these areas, but not yet dealt with professionally-pedagogical training of teachers. Teacher training processes took place in the teachers training seminars which established in the early twentieth century, long before the establishment of the Hebrew University. The teacher training department at the Hebrew University was founded in 1935 and aims to train university students and graduates to teach in high school classrooms. The establishment of the department of teacher training was long before the established of the department of progress research and studies of university education. School of Education was established only in 1952. You can see this stuff wrong statement on the department for research and teaching education. The school of education was established in 1952. One can see in this order an importance sign of the Hebrew university and its willing to contribute to the school system in the Jewish which renewed in the Land of Israel.

Over the years the school of education in the university grew up as research institute, as is customary in the best universities in the world, and naturally the centrality of the teacher training department at the university became reduced. Towards the end of the 60s of the twentieth century, there was a renewed of the place of teacher training in the school of education at the Hebrew University. The Teacher training process have reassessed and more emphasis was given to the role of the schools in the training process, albeit without abandoning the concept of educational theories as the center of teacher training. Outstanding teachers from selected secondary schools were integrated as tutors in the process of teacher education. These tutors get university tenure as "teachers" which gave them a respectable position in the university.

Over the years, the status of the teacher training department has eroded. However, with the retiring of the tutors or leaving the teaching in the university, new teachers who joined the department did not get tenure in the University. It can be assumed that the reason for this is the growing effort of the Hebrew University to be among the leading universities in the world, according to academic criteria of research and publication. As a practical field, teacher education which not generate a prestigious research and publications, naturally squeezed to the margins interest of the university. Add to this that the university has financial difficulties in recent years and its dependence on funds from research grants, such as teacher training field. The fact that the quality of teaching applicants know a certain withdrawal and the constant teaching percent among graduates is decreasing, not increasing the motivation to invest in teacher education teachers.

It seemed that by the millennium, with the initiative to establish the program REVIVIM, there was a new momentum in connection with teacher education in the Hebrew university. As a one that the world of teachers and teacher education dear to me and who believe that the quality of the school is depended on the quality of the teachers, I can say for myself that the news of the establishment of a teacher training program for outstanding student, and the importance that the university attaches to this program, sounded as a chance for a new era and a renewed and improved the status of teacher training process in the university.

Apparently it make sense to open the book with the story of the University's decision to establish REVIVIM program and the ways the university teachers were cope with this task, which is the subjects that this part of the book. However, The purpose of this book is to focus the attention on the need to structure the training programs according to the perspective of those who join the training programs. So, the first part of the book, its three chapters, introduced readers with program participants in the early stages of joining. This part of the book with its two chapters encounter readers with the initiatives of the program (Chapter 4) and the programs' teachers (Chapter 5).These chapters will try to shed light on the perceptions about the goals of the program, about those appropriate youth who should be acceptance into the program, about the process of acquiring the professional-pedagogical abilities and about the proper school teachers. During these chapters we will try to wonder to what extent the program initiators, planners and teachers were attentive to the world of optional student-teachers. Do they relate in the process of program planning and course design to the world of the student-teachers, to their expectations, their perceptions. To what extent they see the student-teachers with contents, values ​​and behavior that should be considered in deciding what and how to teach in the program and how to educate the future teachers.

Chapter 2: The vision of the program initiators

Before I started my s teacher training studies, and it was more than forty years ago, I had required as a member communal, the Kibbutz, to fill intensively some duty by rotation. Among the other duty, I served as a night guard in the children houses(at the time, the children of kibbutz were still asleep in special hoses, separately from their parents' apartments). School classes were linked to children's bedrooms so I could walk over the nights around the classroom and imagine myself as a teacher standing in front of the class and imagined myself standing at a table in front of the blackboard and conduct lessons similar to those to which I was exposed as schoolchild. I wanted to believe that I would do it better and more pleasant. All my hopes were first-order change, continue the existing, but do it better. While I was walking around the classroom, I noticed on the teachers desk, a collection of essays in the field of teaching and education. I picked up the booklet and review it. One of the articles was entitled "Review from a visit in progressive schools in the United States" and caught my attention. I didn't recognize the author, She wrote about a visit classrooms without frontal teaching. There is no central board and no table teacher, and especially no teachers' lectures, everything conducted in work areas and learning groups. I have read and my eyes are opened, I could not believe that it can be. I began to see the school in a different light than I knew, and I swore to myself that the class I want to teach will be in this spirit, different from what I knew. At that time, I did not know that such type of change is called second-order change and that it means a revolutionary change which is very difficult to achieve.

As we have seen in previous chapters, most of those joining the program showed no inclination for radical changes in teaching and education system, second-rate changes. Everyone has agreed that the education system needs to change, but most of them did not envision a revolution in school and teaching. Probably, Like my past story, they did not hear yet about alternative teaching, thus, they did not think at all in terms of radical change. The hope for radical change actually came from the initiator of REVIVIM program, but they did not talk about a radical change in the classroom and in the school, but about a significant change in the process of teacher education.

What gave rise to the desire for change? Two areas, apparently unrelated, teaching Bible and teacher training, that all agree that both suffer from "difficult disease" have bother the founders of REVIVIM ". The dissatisfaction with the state of Bible teaching in the not religious school and the continuing frustration toward teacher training process (not only in the teaching of Bible) was so agreed, until a group of people that these issues dear to their hearts were concluded that a radical change is necessary. The initiative came out of the Mandel Center", which operated at that time in the Hebrew University. Reading the founding document of the "REVIVIM" cannot fail to be impressed by the concern the initiators of the program was also concern from the continuing decline in enrollment for the Bible departments, no less relieved of their concern to the status of Bible studies in schools. The founding document calls for change, a radical change, second-order change and a desire to create a new reality.

The conception of the program's innovators

The initiators from "Mandel Center" and the departments of humanity at the Hebrew University felt that the status descending of Bible studies at universities in general and the Hebrew University in particular, is a symptomatic mirror image to the of the status of Bible studies in schools and the shortage of qualified teachers for teaching these subjects. In the Hebrew University, has been held for more than eighty years a large-scale enterprise of research and teaching Bible. Since the eighties of the previous century the number of students who join the Bible studies become decrease. For example, in the sixties and seventies over a hundred and twenty students began studying a BA in Bible department each year, while in the late nineties joined only thirty new students each year and the number is decreasing over the years. The small number of graduates who applicants for teaching Bible, and in particular the charismatic and excellent, does not meet the requirements of the education system. As a result, young people which their experiences of Bible studies in secondary schools are not exciting are not attracted to Bible Studies at university and a number of enrollment decreases. In this way, the number of academic teachers and the cycle repeated.

To leave no doubt about the challenge of change that this program carries, the program initiators determined that the proposed program for teacher training will be revolutionary in two major aspects: by the seeking to change the way of teacher education, and in that it seeks to do so precisely in the field of Bible studies. Program initiators therefore set specific goals, "a new model for teacher training which could be implemented in many areas [...] outstanding teachers dedicated to teaching Bible in relevant and significant ways, a better attitude for these subject among students and teachers alike, new educational tools - curriculum and additional learning material [...] a new educational approach, that would interest the youth and broader support for engaging in Bible content in education public system. "

Below we examine a number of significant components and what the quality of change required to realize them.

A. The academic curriculum for teachers training

The Program initiators asked for interdisciplinary academic curriculum approach, which combines training with studying the Bible and other subject matter content. It is necessary to notice that this is not about a number of parallel elements, but program that seeks to integrate various areas into one unity. With regard to the structure organizational of the Hebrew university, and especially that of the Faculty of Humanities, which is a structure comprised of defined disciplines s, the establishment of an interdisciplinary curriculum that combines pedagogical training with the study of subject matter from different disciplines, is certainly revolutionary intent. While existing at the Hebrew University several research centers which combine different disciplines like Brain Research Center or The center for Rationality and also there are some interdisciplinary departments (e.g. general BA degree), these are a combination of a separate areas, each of which maintains its uniqueness and independence. In the mission statement of the program's initiators, however, sounded expectation not only for integration into a single program, but for integration courses. This intention if realized, will point out on a revolutionary change in the existing perceptions of the Faculty of Humanities, which is second-order change.

B. The students

The program initiators declare their intention to receive "only students who are among the top 20% received in the university, to conduct rigorous screening process, to examine motivation, dedication and leadership skills of the candidates, and enable them to devote all their time studying in all four years of the program." Program initiators suggested that the participants will study in four year program and receive bachelor's degree, master's degree and a teaching certificate. This intention is consistent with the wishes of the Hebrew University, which seeks to see itself in the first row of universities in the world, to attract those with the highest academic qualifications. In this respect, the intention of the initiators of REVIVIM not needs organizational or consciousness change, but marching with the university approach.

C. The program's contribution to the educational system

Zvi Lamm distinguishes three patterns of education, or as he prefers to call it, three ideologies: socialization, acculturation and individuation. He claimed that the existing school began in the eighteenth century gives expression patterns to socialization and / or acculturation and devotes very little, if any, the pattern of individuation. If we use the terms of Lamm, it appears that the initiations of the program, see the main contribution to the education system in fostering the acculturation fundamentals. The program's success in this area will lead undoubtedly to school change, basically this is a change that does not require schools or education system to make a revolution of values ​​and organization.

D. The practical work training

The view of the program's initiators is that in the heart of the teachers training must based on practical work in schools, as a key component and with a significant combination with theoretical studies. It is noteworthy that at the time (and maybe even now?), Teacher education students at the Hebrew University required to teach 20 hours in order to gain a teaching certificate (and compliance with this number of hours in most cases it was possible). In addition, the Department of teacher education was not characterized by a combination of theoretical studies with practical teaching. Note that the program initiators used the phrase "staj", which means "internship" and not with the expressions generally accepted in teacher training "experience", "practicum" and so on. In the language familiar to the teacher educators, at least those that accepted by the education system in Israel, the term "internship" is usually attributed to the period after graduation and entry of graduates as full-fledged teachers. And here allegedly implied that the program initiators seek to combine the internship in the training process itself. It is difficult for us to determine whether the use of the term "internship" and not "experience" or "practicum" was accompanied by the full meaning of this term. Perhaps the intention of the initiators focused on practical work rather than internship, in the usual sense of the word. This hypothesis is supported by the fact that the initiators of REVIVIM that were active members of the team that planned and accompanied the program did not push towards implementing internship rather than experiences at the beginning of the program. As will be described below, from Chapter 6 onwards, The internship (and not necessarily limited experience) has become a central theme of training processes guided by pedagogical tutors.

Teacher training processes

Although the document was written by initiators of REVIVIM does not indicate a specific preferred training approach it seems that several preferred training approaches can be implied. These approaches were not those that common at that time in the Department of Teacher Training in the Hebrew University. We will present existing training approaches and which of them can be assumed that the program's initiators would preferred.

**The Literature on teacher education introduces different approaches to teacher training. Some current approaches are uses in parallel in teacher training institutes. It seems that in every period we could notice the dominance of one or more approaches. We can identify different waves moving from time to time and give different answers to the question of whether and how to train the teachers. The concept of teacher training processes directly related to the perception of the nature of teaching and understanding how and when "teachers come into the world," to use the phrase that we presented at the first part of the school.**

**A historical view shows that the approach to teacher training, with the long life more than any other, based on the assumption that anyone who knows any content domain can teach it. If you are known math, reading and writing or any other relevant content, you can stand in front of a classroom of students and transmitting them knowledge. This approach might continue without interruption and without hesitation until today, if the challenge of education for all did not become dominant. If in the past distant before the twentieth century, the school was generally selective institution, ever since, the school is no longer an institution selected individuals and teachers have to deal with a heterogeneous population, with more talented and less talented, more interested and less interested. Apparently it is not enough to know "what" to teach, it is necessary to know "how" to teach. (This does not mean that there are no those who still believe, explicitly or even implicitly, that whoever master the content can be a teacher).**

**When it come clear that it is not enough to know "what", a new sophisticated version "jumped" to us. The adhere of this version that a teacher has to know "how" to teach. But while the "what" component can be acquired the "how" is an innate talent or at least unconsciously acquired during the childhood and adolescence. The "how" is already exist (or nonexistent) and if it exists, it will join the 'what' and will flow directly to a situation of classroom instruction. (This approach is very widespread among many sectors and even many teachers believe it. Not missing stories about an outstanding teacher who did not study to be a teacher in in contras the one that was outstanding student in teacher education institute and now he is very unsuccessful teacher…) Just as we do not ask who prepared the certain to be a mother, so do not ask who trained her to be a teacher. Or more convincing version, as we should not ask who and how prepared the universities lecturers to teach, thus we would not ask a similar question about school teachers. But, if it was so simple and so obvious it is likely that the issue of teacher training has been solved long ago.**

**During the twentieth century, the school opened up as a compulsory institute to all children in every corner of the world. The responsibility for the growth of the children rests increasingly on teachers. The attempts to locate those scholars (know "what ") who are also gifted with natural talent for teaching (knowing "how"), could not satisfy the growing needs. The expectations from the school and the roles of teachers became more and more complex. The believe that it is sufficient to be with native talent "how to teach" in order to be a t worthy teacher begun to crack. The recognition that teachers "come into the world" after a process of acquired teaching skills that accompany the existing features before training and perhaps without them, was penetrated more and more . The answer to the question of how teachers come into the world gets a turn. No more relying exclusively on existing skills, but on the assumption that are specific teaching skills that can be acquired in training process.**

**The training approach which based on the assumption that teaching skills are not taught in formal proceedings but innate gave way (although, as noted, has not disappeared), to another approach, which may be termed the apprenticeship approach. This pattern of training undertaken entirely at the school and based exclusively on imparting knowledge through practical teaching imitation of experienced teachers. This training pattern is very common from the past in training technical professionals. Just as professionals have learned their craft, when the son was close to his father and learned from him the professional skill by way of an exact imitation, future teachers, according to this approach, should stick to quality teachers, and learn from them by imitating the proper teaching methods. According to this approach, the theoretical-educational knowledge is perceived as not relevant to the training process, the trainee learns to be a teacher according to practical examples. In addition, this approach assumes that teacher trainers are not required professionalism and a good teacher can be properly functioned a good teacher as a instructor and mentor of future teachers.**

**The apprenticeship approach is as stated the approach which historically preceded by training approaches familiar to us today. This approach has been replaced over the years by training approach which combines theoretical studies with teaching experience. However, in recent years, with the disappointment of the effectiveness of existing training programs, has somewhat retreated access to the apprenticeship approach, with 'modern' dressed and in other names. Notable, for example, the program Teach for All held in many countries, which recruits outstanding graduates in the fields of relevant content, and after a month's preparation they join the schools as almost full-time teachers. In the first year (and sometimes the second year) they are accompanied by school teachers trainers, under the supervision of program staff.**

Look through the founding document written by the initiators of the program shows clearly that the apprenticeship approach; even in its modern dressis very far from the vision of the program initiators.

**Behind the different approaches to training is the questions of which skills that characterize the good teachers? The opinions are divided. Some believe that teaching is a compendium of technical skills and who acquired them is becoming competent and experienced teacher (the" technical approach"). Others whose also focused on practical functions of teachers believe that teaching is a compendium of strategies that may be purchased and practice (the "analytic approach"). Others believe that teaching fueled by dealing with theoretical-educational issues (the "theoretical-educational approach"). Some see the secret of teaching in mastering the subject matter (the "content approach"). Some believe that the proper teachers characterized by the fact that they can navigate their personalities to the needs of teaching (the "personal approach").**

**According to the technical approach, the qualifications of teaching are perceived as control of various skills and teacher education is therefore a process of skill acquisition. A person becomes a teacher once he mastered properly the professional skills. These skills are learned like skills of other technical professions. It is assumed that teaching have a general structure that should characterize each lesson in each subject. The essence of this approach is to provide the student-teachers technical patterns which are joined together to structure and equip the future teachers in the arguments that justifying the teaching methods preferred. In the spirit of the behaviorist psychology, teaching skills are formulated with behavioral terms rather than cognitive or emotional terms. According to this approach, teachers will learn and practice the techniques of teaching in the training institution. They will practice in schools (practicum) under the guidance of mentor teachers.**

When I finished my study in training institutes, an external supervisor was coming, to examine my teaching skills. In the spirit of the technical approach, even though it was far from the concept of the institute for teachers in it I was learned, the exam included dealing with multiple teaching techniques, such as writing on the blackboard, and dealing with student interferes during class (I was asked to take out a note, one of a few, with a limited description of a disrupted student, and I had to offer a correct solution to the problem). The fact that I get certification for teaching is the proof that I demonstrated control in teaching technique...

Reading program's founding document shows conclusively that REVIVIM program initiators did not see the technical approach as appropriate for training program.

**While the technical approach believes that teaching is unified entity, the content approach argues that one must distinguish between the pattern teaching of each of the subjects. The content approach believes that any discipline, has a unique way of studying. In other words, all of specific "what" is related to unique "how". Every subject matter has is structure of knowledge, and this structure of knowledge is compound with substantial structure ("what") and syntax structure ("how") and those related to each other. This approach believes that teachers should be guided to think generally accepted by the discipline experts and any teachers who master properly the content of knowledge, with their 'what' and 'how' aspects, probably will be a good teacher. While the subject matter are transmitting in content academic courses the technical parts of the teaching are acquired in the pedagogical courses. Proper knowledge of 'what' and 'how' of the teaching profession may flow spontaneously to classroom by the teacher masters this knowledge. This approach may be supported mainly by disciplinary academic teachers.**

Although this approach is not clearly implied REVIVIM founding document, an echoes to this approach can be found with the emphasis given to the importance of scholar teachers mastering in depth and reliability the subject matter. We can even "suspect" that many teachers in discipline departments, willing to trust their hands on this approach.

**Proponents of the "theoretical-educational approach" believe that as the content are acquired in academic courses, so the pedagogical knowledge and teaching methods should be acquired primarily theoretical processes. The assumption is that what guides the proper teaching are the theoretical-pedagogical foundation that is supposed to be obtained in academic lectures and classes on psychology, philosophy, sociology and general education issues. The teaching profession is perceived as a applicable profession, and teachers are required to apply the theoretical knowledge in their classes. This approach is influenced by the humanist movement of the 19th century, which assumes that the general Enlightenment is a means of shaping the spirit and character of the person and the design of professional behavior. Under this approach, a good teacher is a person that his manner and his views represent the proper values. Therefore the advocates of this model argue that the teacher should be with a general knowledge and pedagogical wide. According to this approach, only after the student teachers internalize the theoretical rationales of teaching, they will turn to the field to apply the learned theoretical education courses.**

Although this approach supports the apparent academic logic accepted at the university, there is no echoes to these ideas in the founding document of a REVIVIM and to a large extent this document challenges against such an approach is which is implicit in the perception of many of the School of Education, and accepted to a large extent in the curriculum of the department for teacher training at the university and even supported , more or less, by many educational researchers and theorists.

**Search for the skills that make the common man teacher, began in the 60s and 70s of the last century to formulate a scientific concept empirical research-analytical approach, referred to hereinafter as ". The essence of this approach is the implementation of research findings from empirical instructional design teaching processes. According to this view a person becomes a teacher when he is able to apply scientific and empirical knowledge into teaching situation, as is customary in many other professions such as medicine, engineering, etc. This training approach is related to teaching as a general logic configurable which can be applied into changing situations and different student populations. Training of teachers according to the analytical approach teaches them how to make decisions in the process of teaching, in the way that the teaching actions will be as effective as they could be, and will be reflected in the students' achievement. That teachers will be get detailed curricula based on empirical knowledge, that are designed to help teachers in the process of teaching. The logic guiding this approach is defined by Donald Schon as a technical rationality and the proper teacher has the ability of appropriate technical-reflection. According to the analytical approach, the student-teachers will practice teaching technique in procedure called "micro teaching" (eg asking questions in class) " and analyze together with their pedagogical tutors and colleagues. This techniques will be applied in school practical training. This training approach was recommended in the years of 60-70th in the previous century, but has lost its status and all that remains of it are a number of training techniques and instruments adopted by teacher educators.**

We cannot find an echo to this approach in the founding document of REVIVIM. It seems that the from r initiators of the program believe that proper instruction is based on outstanding personal skills and throughout teaching experience and appropriate guidance they will achieve proper teaching, This view refer our attention to another training approach the "personality approach ".

**With the disappointment of the effectiveness of technical or theoretical training approaches, emerged in the 70th century the "personality approach", which drew its current sources from the humanistic psychology that its major figures were Carl Rogers and Abraham Maslow and it central idea was the personal growth. This approach has devoted more attention to teachers' personalities and places that teacher personality is the main element that determines the quality of teaching. Teaching ability is connected and develop related to the personal narrative of each teacher. The classic debate between approaches that focus on the teacher's performance, such as those mentioned above, and the approach that emphasizes on teachers' personality discourse exists until today. While policy makers are talking about the importance of deliverables in terms of qualifications, those who believe that the key elements of good teaching is the self and emphasized the personality characteristics of teachers, including, for example, enthusiasm, flexibility, sensitivity, empathy, charisma and love of children. The adhere of personality approach believe that the proper educational teachers' personality requires a process of development and can be and teacher ought never comes after a training process focused in the development and can be developed. This approach do not fosters the standard practice in teaching and believes that each and every one of the teachers have a unique expression of the his/her teaching characteristics.**

Although the founding document of REVIVIM cannot be considered as having adopts this approach, there is an echo to the personality approach in the document and expressed by the great emphasis given to the appropriate teachers personality and to the assumption that not only the disciplinary-content knowledge but also their personality is the key to proper teaching.

We have seen that in search for the one factor that is transformed a person to be a teacher there were side by side a number of answers. It will be hard to point out on teacher training institute that populated entirely by teacher educators that have a one defined concepts of teacher education. Teachers in the same institution may adopt training approaches, consciously and unconsciously, various training approaches.

**The disappointment in trying to find the "one winning feature" that make a person to a professional teacher, was a background to the growth of the believe that proper teachers characterized by the fact that they are capable to gather many features into a new quality, approach that is expressed in the conception of the "reflective teacher". The "Reflective approach" which is focusing on the reflective abilities as the main characteristic of the proper teachers began to grow during the 80s of the last century and it seems that it is still the dominant approach among those engaged in teaching and teacher education, at least in terms of the explicit dimension. In the basis of viewing the professional teachers as reflective there is the recognition that the phenomenon of teaching is a complex, unique, depending on the content and context, depending on teachers and students, until it can't be identify the teaching and teachers with defined models, with techniques or lines of certain personality but to be seen teachers as facing a large repertoire of instructional modes and teaching issues and deal reflectively with these situations. Although the reflective concept has deep theoretical and practical roots, and John Dewey's contribution in this regard is very apparent, it seems that the signal to understanding the phenomenon of reflective teaching and teachers as reflective practitioners increased with Donald Schon's book "The reflective practitioner". Although this book is not aimed specifically to the teaching phenomenon, it gave a new understanding of the world of teachers.**

In those years I was in my first steps as an academic and as a teacher of teachers. I still remember the sweet taste of the "news" that the teaching domain is not consider as a field of ideas' implementation originating from other fields, but a unique domain, with ways of thinking and unique knowledge with logic and reflective-practical language. Area, according to Schon, standing in line with subjects who have already accepted with respectable position, like psychology, law, architecture, business, etc., which all share the reflective-practical logic.

**It seems that the answer to the wonder who is the best teacher, and how to train the proper teachers is found it solution: the acquisition of practical-reflective capacity with personal characteristics and the knowledge of subject matter and in other content which are relevant to the teaching, is the key for coming to the teaching world. The image of teaching as reflective-practical activity raises the assumption that the pedagogical act does not derive from implementation of pedagogical theory, but the meanings that teachers give to teaching situations. The starting point is that the pedagogical consideration is a complex depth personal process, which occurs in different ways in different people. Sensitivity to the special nature of the teaching situation, awareness of the teachers' thinking way when making their decisions and sensible to teachers' personal teaching style allow teachers to navigate themselves and their classes. The proper teaching is a process, where teachers are open to surprises, sensitive to the students' responses, considering their way against the reaction of their students looking for the most suitable alternative teaching process.**

**The emphasize of the reflective elements in teacher training raises the concepts of "teachers as researchers", "action research" and "teachers as reflective practitioners" as leading concepts in the world of teachers and teacher education. As a result of seeing the teachers as reflective-practitioners, teacher knowledge perceived more complex and reflected by expressions like: "pedagogical content knowledge", "personal practical knowledge" and more, while the common to all this is the assumption that this is a practical, personal and unique knowledge in which the subject matter is integrated with other teaching components, such as the perception of students, society, teachers self-perception and other concepts, creating a new quality of knowledge. According to the reflective approach, the experience in classroom teaching has a significant place in the training of student teachers. However, this approach, at least as it is implied in most of the training institutions, assume that the majority of the reflective process is done in the campus of the training institutes, by way of "reflection on action" (as opposed to "reflection in action"). It seems, that the reflective approach, as it is applied in practice in most of training institutions, if not all, consistent with the assumptions of the academic world and assumes that the way to the teaching action leads from the theoretical consideration as the first as a starting point and facing the field of education as a last layer in training process. Teaching consider to be an area in which the practitioners should applied the ideas and skills that have grown in the reflective theoretical process.**

It seems that the reflective approach to training, which combines content knowledge, teaching skills and personality, has echoes of the founding document of REVIVIM, more than any other approach presented above. It seems that the initiators of the program were attentive to the theoretical voices prevailed at that time in the academic world of teacher education and ask to implement them in the new program.

Two or three decades have passed since the reflective approach took the center stage in the training programs, and we are the second decade of the twenty-first century. In fidelity to the spirit of the reflective-practical logic many teacher educators try to educate new generations of teachers. It seems that the magic of the reflective logic a the key for proper teacher training is slowly fades. Implementing new training techniques which try to implement the reflective perception are developed all the time. However, the testimony of the teacher educations' graduates in recent years, after the weight given reflective approach, still indicates the ineffectiveness of the training processes. It could be that the data we will bring below sounded disappointing, not to say frustrating. Some might say, "Even if it is true is not the case with me." Others will say, quite rightly, "I am just a small cog in the system."

**In 1975, Dan Lorrie published the book since has become a classic in the field of understanding the world of teachers and teacher trainees. He based his book on interviews with 94 school teachers and questionnaires with about 6,000 additional teachers. The main contention of the respondents was that teacher education programs were "too theoretical" and did not equip them with the appropriate tools to deal with the reality of the classroom. A similar picture given in those years by Max Van Manen highlighting the mismatch between what teachers studied in the training institutes and what they discovered when they began to be full-fledged teachers. The gap between theory and practice stand out in every aspect of teaching the teachers were required to deal with. Glimpse on the findings of studies in recent years, years in which the reflective-practical approach is dominant does not reveal a more encouraging picture.**

**Today, as in the past, repeated the claim, again and again, that the training courses are not helping teachers starting teaching in their tackling with practical teaching issues. Beginning teachers argue that the theoretical basis taught in the training institutes does not prepare them to the requirements of daily life in the classroom and the teacher education programs devote too much attention to theory and too little to practical teaching competency. Some argue that training programs teach the wrong theories, or that these theories cannot be at all to practical application. Veteran teachers believe that they acquired the majority of their professional knowledge, if not all, in process of trial and error in the classroom than in the academic courses. Training is seen as an illusion. Teachers complain that the training programs in present the teaching in terms of too idealistic, but in practice the training to realize these ideas is very poor. The beginning teachers argue that ultimately when they enter to the teaching field as a full-fledged teachers they began to study the craft of teaching on their own through trial and error and the tools they were equipped by the training institutions are actually useless in the classroom. It seems that the training programs do not address the actual perceptions of teacher trainees and continue to based largely by ideas existing in outside the world of the future teachers. We can only conclude that the key to the teacher education has not been found.**

REVIVIM program was launched in the early twenty-first century. The lack of clarity and a sense of frustration that accompanied the training processes decades ago not disappear. The picture is so disappointing until we have seen in recent years expressions of despair about the possibility to discover the "secrets" of the proper teacher and how to educate the teachers to express their proper educational characteristics. In recent years a pedagogical movement, ever-intensifying, which examined the quality of teachers in according to the only one factor that can be accurately measured: formal achievements of children as measured by standardized comparing exams focusing on the knowledge and memorization. The 'back to basics' orientation began to characterize more and more schools and education systems. In order to train "effective teachers", which are focus on formal achievement of the children (mainly memorizing and remembering and not thinking and understanding in high levels), there is no need for training programs which are too deep or too sophisticated. We have seen here a closing of the circle, if the teacher training process began with the apprenticeship approach, as presented at the beginning of the review of training approaches, then we are facing a return to the this approach to the center stage. Most famous of these is the training program "teach for all", which seems using another name to the apprenticeship approach.

Conclusion

The Program initiators did not tempted to offer a teacher education programs with quick and short ways. They put a challenging document with which they are interested the faculty of the Hebrew University and the Ministry of Education to adopt the program, which is indeed actually adopted. More complex was to found financing sources. After all, this was a program required already in its first year a huge amount to operate the program and to cover tuition and scholarships. These amounts were increased with new cohorts joining the program each year. Eventually the Avi Chai Foundation which recognizes the importance of the program was ensuring the financing of the first cohorts for all four years, and gave the green light to move from vision to integrate planning. The ball was passing into the hands of program planners and teachers, members of the academic staff of the Faculty of Humanities and from the Melton Center in the school of education. school This is an important and significant component in the history of the program and it will be submitted and will be told in the next chapter by the faculty members who took part in it.

Chapter 3: From Vision to Practice: The program as designers by its planners and teachers

The university teachers and researchers are usually required to integrate in academic teaching routine: introduction and wider theoretical courses for the beginning students and more targeted courses in advanced studies. As far as could surprise this teaching structure is also acceptable in professional training courses. Here too the common program structure gives priority mainly to theoretical introductory courses of all kinds. A significant change in the format of academic teaching, rarely occurs, even when it comes to areas that are more practical, such as teaching and teacher education. Known the revolutionary change that occurred in the US and it ran down the entire Western world in the field of training of medical doctors, which was proposed in the early twentieth century by Abraham Flexner. But it is the exception that proves the entire rule. In this context I can share with the reader my feeling when I read the founding document of REVIVIM. The message that there would be a chance to participate in a program that offers a revolution, so I saw it at that time, in the academic process of teaching of teacher education was very exciting. having grown up in school learning and a as one who considers himself integrated in the academic world and seek to serve and care for the world of teachers and teaching, gives almost a sense of "New Genesis".

The green to the program to start its way was given and, Academic Director was appointed, a senior staff member of the Faculty of Humanities and, as deputy, an academic member from Melton Centre in the school of education. According to the foundation document, the main focus of change was required in the area of ​​teacher training, rather than the content area of ​​study. Therefore, out of dissatisfaction with the functioning of the Department for Teacher Education, the initiators of the program decided to skip the teacher education department and to offer the responsibility for teacher training to Melton Center, with subject of the Faculty of Humanities. The subject matter studies was as expected under the responsibilities of the relevant departments un the Faculty of Humanities.

The founding document of REVIVIM, as was detailed, revealing a little and concealing more, leaving plenty of room for disagreement among the program planners and teachers, especially between the disciplinary teachers on the one hand and the education teacher on the other. This chapter will follow the actual story of the program planners and teachers who were in charge of its implementation. Special attention will be given to the question of if and how the planners and teachers have taken into account the possible perceptions of student teachers who are supposed to be in the program that their story at entry stage brought extensively in chapters 1-3 in the first part of the book.

The program initiators have stated, as noted, their desire for curriculum that integrates training studying with disciplinary studies in interdisciplinary courses. It seemed that their intention focused on training program that seeks to integrate the various areas into one unity, which required the university structure to achieve a second-order change. In practice, the planners maintained the accepted university's organizational structure. Each of the discipline departments has suggested courses that integrates in the current curriculum department. Not created even a combination of the c content ourses and the educational courses. Of course, it is not out of possible that certain academic teachers, although they are part of one or the other department, given their course an interdisciplinary nature andt combines several disciplines and even integrated educational perspectives. REVIVIM program was accompanied by a steering academic committee consisting of representatives of all the relevant departments gave to the program some kind of an interdisciplinary color, but no more. It is important to emphasize that in addition to the formal academic curriculum there were additional informal activities called "Learning Together" which not given academic credits. They may have been the only activities that correspond to the vision of interdisciplinary program.

The intention of the Program initiators to accept only students who are among the top of 20% outstanding is fully realized by program. The scholarship of $ 1000 per month and free tuition allowed participants to devote all their time to their studies and educational training for all four-year curriculums. Compared to existing scholarships in the teacher training department and at the Faculty of Humanities this is a significant change, well integrated with the current trend in the the University to allow the outstanding students to devote all their time to study, free of any economic concerns. As mentioned above, especially the Avi Chai Foundation made it possible to realize these significant scholarships.

As noted above, most of the change suggested by the initiators was to significantly improve the educational training which expressed in the demanding to start the teaching practical work in schools since the beginning of the program studies. As stated, in the foundation document was written a demand to conduct internship but it was not clear if the intention of the founding indeed was to conduct internship as that term is understood by dealing with teacher educators. It is possible that their intention in using this term was for increased the practical work rather than directing student teachers to experience as independent teachers throughout of the training process. In practice, the educational team decided to operate the teacher training according to the logic of the internship approach and to integrate the participants as independent teachers in every respect in schools, within a controlled and guided direction already at the beginning of the training process and not the end, as usual. But in the early steps of the program, this topic like other topics in the education training programs, were issues of debate.

The idea to program's initiators to combine the theoretical studies in education with the practical teaching could not be met in large part. While the responsibility for teacher training was taken from the Department of teacher but this department has privilege to provide this teaching certificates and they are granted based on meeting the formal obligations, such as introductory theoretical courses and other courses in of educational knowledge. Consequently, their ability to make significant changes in the theoretical-education curriculum was quite limited. The wish expressed in the founding document to integrating theoretical courses with teaching experience (and not as common in the university that the theoretical courses are located before the teaching experience) would necessarily involve a change of the academic approach which sees the teaching practice as an application of the theoretical knowledge. This approach is grounded in the most powerful academic approach and cannot be easily eradicated from the minds of academics, even those wish a significant change. In view of this, it is known that the vision of the planners plan, at least as understood by those who should implement it, can not be exercised in full, not in its ingredients and its components disciplinary educational. Theoretical course, even if certain changes will, most minds will be no different than usual university culture.

The people in charge of the educational-training parts of the program adopted as mentioned the internship approach. As far as we know this approach was not applied until then (and probably will not now) in the academic training institutions. However, due to the schedule pressures resulting from the decision to open the program at the last minute, the internship component could not be fulfill during the first year of the program, but was postponed for the second year. There is no doubt that in terms of planning, in terms of the internship and its role in the training process, this is a profound change, second-order change, a change that requires a revolution in the perceptions and beliefs about the training process and the way in which future teachers acquire their professionalism.

From planning to execution: the perception of program's teachers

Those who responsible for implementing the program, are not the initiators and not all the planners, but the program's teachers, the faculty members at the university. Most of them were not involved in planning the program and it is doubtful whether most of them even read the founding documents of the program. However, the program will rise or fall with them and their impact on the program is bigger than any other group involved in the program, except perhaps the students-teachers.

As with every teacher training program, it can distinguish between three groups of teacher educators. There is a large group of teachers of content knowledge, another group of educational foundation subject teachers (such as psychology, sociology, philosophy, general pedagogy , etc.) and third group of pedagogical tutors. Each of the three groups were composed of people with identical and different backgrounds, However, they are different each other in their assumption how a person become a teacher and in their conception about the ways of educate the proper teachers. We will examine the teachers' perceptions of the three groups.

The teachers of content knowledge

In most disciplinary courses, the students of REVIVIM integrated into the regular curriculum, with other "regulr" students. The heads of the academic departments and a significant number of teachers paid attention to REVIVIM program and its goals and see themselves as part of the program. However, not all the teachers perceived themselves as part of the program and certainly not all of them considered themselves recruited for the purpose of training teachers. However, the students of REVIVIM stood out, because of their high proportion number among other attended in the courses, or even because the status and attention given by the University authorities to students in this program, and it is very possible that because of their outstanding quality.

Boaz, a young lecturer, himself was a successful teacher in high school, claims that the program "should take the highest level students who have a natural talent for teaching, just those who know how to teach, and were youth instructors before, that it's just in their soul. I do not know how to teach people to become teachers. Or you have it or not." Rachel, a young lecturer, who are still involved in teaching at high school. She too believes that the ability to tech is inborn trait, "We have never seen a multi-artist imitate someone, you have to find a way to get it yourself, dig into your soul." Boaz strengthens the parallel between artist and teacher: "If you have a natural talent, if you are charismatic, if you know how to stand in a class, then you do not need the these sixties tips, you already understand them alone, forty you already know and the other twenty your experience will teach you or any good books you read. For example, there is no way that non musically person will teach music. I have not seen a man without talent that has become a talent." Haim, a senior professor with a reputation in his field, was not be a school teacher like his younger colleagues, and he is hesitant in his words: "I do not know how you can find at the beginning of the process who can be a good teacher. It consists many characters and many different situations and more. "

**The assumption which hold some or most of the disciplines' teachers that teaching is an innate characteristic, should not be surprising. This is a common assumption among the public and even among many teachers. The assumption that "anyone can teach'' "If only you will know the content, you can teach", "teachers are born - not learnt" and "Everything teachers should know about teaching, can be achieved while teaching" constantly hurled against educators. However, even those who think that teaching is an innate ability and compares this innate talent to painting or music, cannot deny that the greatest painters and musicians have become skillful after a long process of study and experience. Even if schools give their pupils Arts talented theoretical studies, common ground that despite a born talent, their main task shall be vested in the act dealing with art classes.**

Is it possible to predict who will be a good teacher?, How can we find the people with those capabilities? Oded, a senior staff member said. "The program's first hope was to attract people with very high acceptance, this is the way the university sorts of people, I have no idea of ​​the relationship of any kind between these grades, and teacher success." Rachel is looking addition above to intellectual abilities "touching the soul and educational abilities". Haim, who spent a lot of time to choose applicants and accompanying the graduates in their teaching jobs, cannot point to a sure formula, he said, "They are interviewed by five people, out of 70 people 20 are acceptance. Sometimes we met somebody that we think that he would not be a teacher, but actually it was discovered that he is amazing with the children. There were instances when we thought anyone would be amazing teacher and we disappointed."

Boaz believes that all academic courses provided by the Educational teachers, just unnecessary. "If they would have no content, there will be nothing to teach. The student are going to study psychology of education and sociology of education and all these things. This is only a structure, the structure need content. If the future teachers will not be people of content in the highest sense, so they cannot stand in front of a class. They need to learn as much as possible, all the time, more than other students. "Basically, Boas believes that academic teachers of content knowledge are engaged in genuine education, not in structure, but in profound content: "There is not anything that we are dealing with it in the classroom at the university that it has not some kind of projection on educational, so when you learn Hobbes, or when you learn Locke, their philosophy say some kind of an educational story." Oded, although does not eliminate the value of education studies, seeks to provide the content courses a central status in the program, "The education that they give as a teachers will be better if the materials they will teach would be a basic materials." Haim, although he stressed his appreciation for the work of pedagogic tutors, leaves no doubt about his concept of the centrality of the content knowledge. He reply to the question who should be the director of the program:" I think that in the meantime I see the merits of a person who does not come from education. "

From their assumption of the centrality of the content courses, Boaz and Rachel arrive to a conclusion that it is necessary to make revision in content courses for those destined to become teachers. "We need a staff of teachers who come from the disciplines; they should build courses for REVIVIM. REVIVIM need someone who knows how to do analyze the sources, but direct to the educational field." (Boaz). Rachel was expecting that the courses would be unique to the program content element and educational elements would be integrated. "The same teacher will teach the content material with educational oriented, because I see these two things as interlinked and that's the secret of success. In less successful cases it can fulfil by a combination of the two teachers. But separating the two areas, I think that's the secret of failure. " It seems that the position of the two teachers to integrate content and education is consistent with the expectations of the program initiators as it presented in the previous chapter.

Boaz presents a position that rejects the guided teaching activities while not avoided to scorn what was done in teacher training: "All kinds of students in teachers' colleges are doing all kinds of posters. Slides, it's nice, it's good, it passes the time, so there are all kind of tricks, all kinds of games, all kinds of action cards, but that's not what makes a person a teacher." Like Boaz, Rachel believe that educational experience as part of the training studies is not so important but contrary to Boaz, Rachel is ready to rise to possibility that some students might need it. "I have never experienced. No, and I guess I'm not the only one. I mean, I'm sure there are other people who are just getting on without it in a reflective way and not need training. There may be people who need it, depends."

Oded willing to give a chance to the intensive experience in teaching and even notice the difference between the process performed in the program by pedagogic tutors, and what is acceptable in the Department of Teacher Education. "The phrasing that is most acceptable by me is that if the university are engaged in the study of how to teach, one can hope that the students will bring the schools something new they learned here. " Haim, which is interviewed after several years of the program run, sounds very positive: "I think we have a team of very professional tutors, they came from school, with extensive experience and broad education. And they accompanied the student teachers throughout the practical teaching work." At the same time he is full of criticism, if not contempt, on educational academic-research: "I was yesterday in a lecture at the University of a well-known lecturer and actually I was embarrassed. I sat there ashamed. You're talking about and not asy anything. Lecture at an International academic conference. There was not a word of insight, so silly and infantile. "

It is interesting to compare between the perceptions of disciple teachers shown above, with the perspectives of the participants in the program, as presented in Chapters 1-3. It seems that even though most of those joining the program, see the content Knowledge as an important component in the process of teaching, most of them do not see it as the main component in teaching process.

The teachers of theoretical education courses

The schools of education, their teachers and their researchers are suffered from relatively inferior status in the academic community. Those who are dealing with theoretical issues in teacher education programs are not in many cases researchers according to accepted standards of the academia. Therefore, in academic institutions, teachers who teach in teacher training courses are suffer from a little more prestige than their peers in other departments of the school of education, since they are linked to practical-action and research. On the other side, the teachers in classrooms regard them as theorists and not practical teachers. This undoubtedly contributes by the popular assumption prevalent even among many members of the academic staff in education, that teaching cannot be learning but an innate ability. Thus teacher educators find themselves in an impossible situation as servants of two worlds: the world of academic and practical world, but do not get the recognition for their professionalism by any of them. Even members of the school of education faculty, that engaged in training teachers in majority of their time, would prefer not to define themselves as instructors of teachers.

The teachers responsible for theoretical education studies in REVIVIM are from school of education. The three member of staff that interviewed were previously involved in children school as teachers or in positions of management and concentration. They continue to be connected to school today, as a role of curriculum developers, consultants and facilitators.

Joshua, whose expertise on issues theoretical education, believes that the program should accept "People that on the one hand can understand and appreciate the educational dilemmas and people who can understand and appreciate the student world and who can understand and appreciate and influence the social world from which students come." Shalom, whose expertise is teaching subject matter with educational orientation, expects to find "someone that according to his personality can communicate, like people." Nathan, focused on the teaching the translation of content knowledge for education want to accept " a person with impacts on the social environment and not just the individual classroom, an attractive person who relate to education in a deep and meaningful. A person who is not satisfied with the current situation, really pioneers." Nathan's words implied that he expect the participants to with some sense of mission. Unlike their colleagues from the disciplinary departments who believe that teaching is an innate characteristic, or at least acquired with the teaching experience, here the emphasis is on the intellectual and personal properties as a basis for teacher development.

They do not seek to cut circles the disciplinary courses, but they emphasize that such content should be "translate" for educational purposes "professions, especially the Bible, as it was taught as an academic subject at university and Bible as it was taught in school. It's not the same thing. At the University it's a matter of research while the school address questions and figures. This requires wider translating, and it should be learn. " (Nathan). So they see as a significant part of their function, to deal with student-teachers with translating the content for the classroom. "They need not only knowledge, but more importantly it the tools to thinking about educational issues to deal with the think on larger issues, philosophical, theological, and if they do not get that then we have failed." (Joshua)

These Teachers, believe like their colleagues who teach the discipline courses that the logic of teaching growing first and foremost from theoretical area. But unlike their colleagues, they do not see the contents that motivating the teaching coming from the subject matter, but see the subject matter as resource that requires an educational translating. They are following the common university procedure the see the theoretical materials as preliminary element for any practices studies. This means that before entering to classroom for teaching, we have to engage in theoretical content of teaching. On the basis of these assumptions, Nathan argued that "the goal is not to teach the techniques of didactics, but to teach more about the concept. We need to consider whether we do not lose all the concept of to be a teacher, is it always learn by doing ". These words of Nathan heard as a certain amount of criticism the approach of the pedagogical tutors which will introduced in the next section. Instead Nathan suggested "it can be done by visits to schools, contact with educators, that they have to teach the group itself. All things that they are Just get a taste of what its mean students but not necessarily teaching in the classroom. " Joshua also doubts the logic of teaching during training "to my knowledge there are not many such models, whether it's successful or not that we do not know." Joshua believes that it is possible to postponement the teaching after the end of the training period, as it is common in other training programs, but "continue to accompany these people after they get out of the bubble of the university." Shalom, unlike his colleagues, willing to give a chance to a process of student-teachers' teaching: "I am not an expert on this, absolutely not, so I relied on our expertise and implemented his plan and I see this as an experiment worthy. It's not standard training and therefore I would be very interested in evaluation along the way."

The attempt to place side by side the perceptions and expectations of joining the program, as presented in Chapters 1-3, and the perceptions and expectations of theoretical education teachers show us a certain correlation. With the entering to the program the participants expressed great involvement in educational theoretical issues including the emphasis on the transmitting values and a dialogue with students, rather than a special interest in content knowledge. The educational issues and not content issue sound as the main motive to participant in Revivim.

The pedagogical tutors

The third group of teachers identified more than the others involved and identified with the school and teacher education are the pedagogical tutors. While other two groups of teachers are usually part of permanent staff of the university with full-time occupations of teaching and research, the pedagogical tutors are actual teachers in high school, with master's degree and some in the process of writing and research for her PhD. Their work in the university is only part-time occupation. The pedagogical tutors are accompany the student teachers in in schools, guiding and advising, conducting workshops and very few, if any, function as teachers-lecturers. This group of teachers, more than the other two groups, sees itself as a committed to teacher education and functioning as instructures of teachers.

**As noted above, the academic status of teacher education and especially of teachers training teachers is very low. Following the background of the relatively low status of teacher educators as a group, it is apparent that the status of pedagogical tutors within this group is the lowest. Hard to comprehend why a group of teachers engaged in what is perceived by the student teachers the most significant for their training, is the group that receive the lowest prestige in academic institutions. It seems that the low status is because they, more than teachers of other groups, affiliated with the practical world and not with the academic theoretical-research world. This is in addition, of course, to the fact that this group comprised mainly of women.**

"The tutoring carries the flag of the program, it's something else," declares proudly Rauma, a pedagogical tutor with educational experience and she is as protest against the inferior status of the pedagogical tutor in the academy. More teachers in the other two groups, the pedagogic tutors aware of the professional voices that are heard in the area of ​​teacher education and thus, the concept of ​​reflection in teaching, which is very salient in the discourse domain of teacher education in the two or three last decades, is very prominent through their words. The proper teacher perceived by them as a reflective practitioner and sees their role as foster reflective teachers. On this basis they define the characteristics of those who are should be in the program. "I believe that any reasonable person in terms of intelligence and in terms of basic social skills, you can make it more reflective." (Hani) Gila adds, "I believe you can encourage a person to be more reflective, you can call it emotional intelligence, can be called to be attentive, be aware, be reflective can be called many names."

**Those who are holding the reflective approach to teaching and training teachers assume that there is no standard teaching methods and that the proper teaching methods are the result of the judgment which is taking into account all the components of the situation of teaching. Therefore it is not possible to educate future teachers according to defined models of teaching, but to expose them to a wide repertoire of teaching modes and teaching problems and allow them to experiment with reflective dealing with these situations. Teaching reflection consists of three levels, at least, technical reflection, practical reflection and critical reflection and advocates of this approach believe that it is necessary to foster the higher levels of pedagogical reflection which constitute a fundamental characteristic of proper teaching and these abilities can be nurturing already in the initial stages of training. Constructivist psychology concepts, presentation the learning as process of conceptual change, active building of concepts and develop the capabilities of the student-teacher with direct experience have very acceptable with this concept.**

**Donald Schon suggests a distinction between 'reflection on action' and 'reflection in action", when the first reflection type deals with the processes that take place before the teaching or after and the second type of reflection takes place during the teaching. It seems that pedagogical tutors, like Schon and others, strive to conduct in the workshops pedagogical discourse of "reflection on action", and expect that the proximity of reflective discourse on teaching will enrich the reflection in teaching. To ensure this, they seek to present to the student-teachers, teaching events as a basis for reflective discussion.**

The program structure seems reasonable to the pedagogical tutors. "I think the way things are built is correct. The teacher-students are slowly growing stronger in content knowledge and in the next stage where they implement the things in the class needs to capture a share bigger and bigger." (Hani) They see the knowledge a basis and condition for proper teaching. "I think that they are going to be high school teachers and must to master in high-level academic knowledge and the content knowledge of their subject. " (Gila). Rauma emphasizes the educational role of content knowledge: "I believe that through the content you can get a lot of things in teaching. I have no doubt that the content prevents behavior problems in the classroom. You cannot separate didactics from the content of teaching.

The pedagogical tutors believe that the training process should be accompanied by teaching experience "I do not think that you can learn to be a teacher before you go to school. It's the kind of training you do on the job. This is a very lengthy process centered at school and not at the university." In this words Tamar summarize her conception of teacher education. And adds hani: "The right way is not to learn the theory at the university and then come to class and apply the theories. While experience each of the student teachers acquires or learns what kind of teacher he or she are, and what qualifications they have, what skills they need to develop, and with what they have to deal and what is difficult fir them. Real learning is learning from the field." The pedagogic tutors own rich experience in teaching and want to impart to the participants. "I believe that they need to experience teaching already in the beginning, to help them, to accompany them, support them and give them tools. I learned to be a teacher from this experience, but it was accompanied by a process of suffering." (Tamar). The first steps of the teaching seem to them the most significant and critical design Directive "My first year of working as a teacher was the year in which I learned the most meaningful things, it shook me and made me think." (Hani)

They do not come to student-teachers with guidelines "that has seen and done", but try to help each one to find his or her teaching style. "For some students it is very very hard and very frustrating. Some students actually looking for techniques, they are actually looking for anyone telling them how and what to do. The method that we are going hand in hand with them is to try to find in all of them the way they can cope with difficulties." (Hani) Rauma met with students who are not interested in training: "There are students who actually call us for help in various ways and some who showed us that they are not interested. We are not obliged them but most have been helped and sat with us. They mostly wanted advice in all areas."

The pedagogic tutors not only accompany the student-teachers in their teaching process, but also hold group workshops to raise teaching issues and for reflective discussion. Just as most students welcome and thanked the individual mentoring so that they reluctant toward group workshops. Rauma explains: "The group workshops was very hard and we were afraid of it. And they gave us the feeling that we are tired them and needless." Gila has an explanation: "They are very, very much want gratifying. They do not have the patience to go through that process of evolution. The process of development is a trial and error, a process of development is to sit down and talk with your friends about what happened at and not to think it's a waste of time. If I would come and give them an example of lesson, they were with more."

The emphasis on the teaching internship during the training process of the group of pedagogic tutors can be considered as responding to the expectations of program initiators, although, as noted, it is unclear whether they asked to realization of internship already in the early stages of training. As the student teacher, none of them believed that it will take responsibility as a teacher, before the acquisition of significant master over the content knowledge and teaching methods. It turns out that they are entered into the program when they are implicitly "prisoners" with early conception that theoretical study should come before taking responsibility for the act of teaching, as argued the theoretical education teachers. In this sense, the pedagogical approach of the instructors did not match their expectations, and as described in Chapter 6, they were making arguments when they asked to start teaching, when it seemed to them that was not done sufficient preparation.

The training approaches of the program teachers

All teachers of REVIVIM "carry the vision of changing the status of study Bible in schools and believe that through training they educate the appropriate teachers for this mission. It seems that all program teachers are sharing the vision of initiators of the program. Beyond that, the three groups of teachers divided among them toward the question of the proper and effective process for training teachers, when each group of teachers believe that the emphasis that they offer, should be at the center of teacher education and ultimately bring about the desired change. In the previous chapter presented a number of approaches to training and examined the perception of the initiators with respect to the preferred approach. In this section we will try to clarify the preferred training approach of each of the three groups of REVIVIM teachers.

A group of pedagogic tutors, introducing concept of training which is a variant of the reflective approach. They emphasize the reflection in teaching and want to ensure this reflective process by combining the internship in actual teaching during the training process and not after. This approach can define as **internship-reflective** approach. This approach assumes that teaching requires the teachers for constant reflection teachers while, before and after the actual teaching. This approach brings together the content knowledge (which acquired in the disciplines departments) with basic educational knowledge and practical pedagogical knowledge. While the other two groups of teachers believe that the theoretical study is necessary previous to any teaching activities, the pedagogical tutors believe that teaching can only learning in classrooms field and not in university classes. Therefore pedagogic tutors argue that student teachers should receive a real classes and to function as full teachers in all its respects, and this should be a key component in the training process. The role of the pedagogic tutors is not to offer a toolbox but to move a reflective process that combines action and thinking about action. There is no doubt that this is a radical change which can be defined as a second order change, which presents a completely different way of training than common. Although in recent years the status of experience is increase in most of the training programs, including the fostering of Pedagogical Development School (PDS), it appears that the PDS preserved in many cases the academic logic expressed in stress of theoretical study prior to any practical field experience and schools are thus the field for implementation preliminary theoretical ideas.

The theoretical education teachers believe that the theoretical academic knowledge should be prior to educational activities and motivates it. In this sense, there is no different compared to the conventional academic approach. However, their statements imply that they clearly seek to a process which is different from the conventional courses in the education department or in the teacher education department. The theoretical courses according to them, should be in a type of theoretical deliberation which translate the content knowledge and educational into language of teaching. Therefore, there are not courses that transmitting knowledge, but courses of creating knowledge, courses which use deliberation, a discussion relating to the all four commonplaces of education: Content, students, environment and teachers, according to the doctrine of Joseph Schwab and Seymour Fox. The academic lesson touches deeply and evenly every aspect of education and teaching process and will not see teaching as a process of delivery subject matter using effective didactics. In their view, from the formation of theoretical insights and after the student-teachers acquire the practical language of education, it will be possible to go through the actual implementation of these insights in the classroom. This approach can be identifies as theoretical-educational which is actually a variant of the theoretical-educational approach described in the previous chapter.

The four interviewed disciplinary teachers represent two different approaches to the role of content knowledge in teaching process. Two of them (Oded and Haim) hold approach that separates between study the disciplinary content and study the teaching of content, even if they claim for the central position of content knowledge in the process of teacher education. This is actually a common perception in academia and in most training institutions. Both teachers believe in the existence of two parallel approaches coexist harmoniously. One approach is the "content approach" that expresses the perception of teachers of subject matter and the second approach is the "reflective-internship" expresses by the pedagogical tutors. They believe that both approaches can and should complement each other. It seems that this approach is consistent with the pluralistic ethos of the Academy. The other two teachers (Boas and Rachel) Although see the acquisition of content knowledge as the key to proper training of teachers, but they want to teach the subject matter with educationally orientation. This means to suggest to the teacher trainees a significant number of content courses that emphasize the educational aspect of the content. This is a unique variant of the "content approach". Adopting this approach requires the discipline teachers to separate from the conventional universities see themselves approach and to see themselves as teacher educators and not only as expertise in content subject. The pedagogical knowledge of the educational teachers and pedagogical in their opinion have secondary status if not marginal, or even unnecessary.

Conclusion

It is not difficult to notice that there is a close connection between the perception of each group of teacher educators and their academic and professional background. We do not try to state at this stage who of the teacher educators group presents the merits training approach". If we relate to the expectations of the students-teachers before they enter the depths of the program, the echoes of their expectations can be found in each group of teacher educators as well as for program planners and initiators. Each group of teacher educators implements, consciously or unconsciously, some of the principles presented in the founding document, while another part does not get a respond. What is clear already, that gradually taking shape a program that in different parts of it, and particularly with regard to the decision to hold an internship during the training and not after, is becoming with significant change, a second-order, compare to the existing training programs in most of the teacher education institutes.