

ARAB COLLEGE STUDENTS' REFLECTION ON THEIR EXPERIENCE IN ACADEMY-CLASS PRACTICAL WORK IN TWO JUNIOR HIGH SCHOOLS IN THE ARAB SOCIETY IN ISRAEL

Ahmad Amer PhD, Nael Easa, PhD , Saleem Abu Jaber, PhD
Al-Qasemi Teacher Training College in Israel

There have been different reforms in Israel and around the world regarding the most effective program to train college students to be future professional teachers. Following several years of applying the traditional and the Professional Development School (PDS) practical work formats, a new program has been initiated called 'Academy-Class'. In Academy-Class the students go to schools three days a week, they are considered as teachers and required to co-teach with the school teachers. The students are expected to be an integral part of the school system. In addition to teaching the discipline, they should get involved in the school special study days, staff meetings as well as taking the role of homeroom teachers. There is a school coordinator who follow up with the students and the school teachers. This year is the first year where I and my nine female 21-24 year-old students whose major is English take part in Academy-Class in two junior high schools in the Arab Society in Israel. Five students co-teach with five teachers in Bayrooni Jatt school and four students co-teach with four teachers in Ibn-Sina Kafr Qarea school. Seven teachers are female and there are two male teachers.

The students go to school on a weekly basis on Mondays, Tuesdays and Wednesday; they started in the beginning of September 2015 as all teachers do in Israel. They prepare lesson plans, co-teach with the school teachers, teach individual pupils or a small group of students and take part in other school activities. The students were asked to write their reflection every Wednesday. The reflection should be at least one paragraph where the students are required to relate to the following three aspects: feelings, thoughts and behaviors. The three aspects should cover the following: the teaching experience, the co-teaching experience, the school teachers, the school principal, the school pupils, the pedagogical guide, the Academy-Class coordinator in school as well as sharing their feelings, thoughts and behaviors on whatever issue they like.

By the end of March, 2016, each student will have written about 25 reflections. As a total, the nine students will have written about 225 reflections. To analyze these "documents", a qualitative analysis will be applied to yield several themes. In addition, the nine students, the two school principals, the two school coordinators, the nine school English teachers will be interviewed to share their feedback and reflection as well. The qualitative analysis and the themes will be presented in the 2016 Vienna International Academic Conference.