

*The American Experience In The System Of  
Preparing Kindergarten Teacher And How To  
Use It In The Gaza Governorates*

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### ***Abstract:***

The study aimed at visualizing a philosophical proposal to prepare a kindergarten teacher in the Gaza Strip in light of the American experience , after identifying the roles and competencies teacher kindergarten and expected advocated by many studies and scientific conferences , international experience, and to achieve that follow researchers descriptive approach (comparative and structural) .The study showed:

- The most important criteria for accepting parameters in the colleges of education is the desire to work with children, emotional, nervous and consistency.
- Minimum work in kindergarten is to get a bachelor's degree in early childhood education.
- Early Childhood more colleges of education departments in American universities cost, where material resources focused on the impact of the numerous technological trends
- Preparing children to be teachers in the light of the National Council for the adoption of standards of teacher education programs (NCATE) through a variety of university programs . The study showed weaknesses in fact prepare teachers in the provinces of Gaza , and in the light of this was conceived in the areas of : ( admission requirements , teaching methods , plans and programs , evaluation) , the study recommended the need to work to adopt this perception , and to review the preparation and admission programs majoring in kindergarten , and admission is limited to the female students.

## ***Introduction***

The years of preschool are very important in the life of the child for the experiences that affect him, and the crystallization of his personality at the old age. The researchers interested in children have shown the degree of excellence and skills preferred by young people who send from kindergarten to school than others who come From their homes directly, making the child a mirror of society. So research in Europe has focused from an early stage on this stage, and how to formulate programs to teach pre-school children in a sound scientific way to increase the value of their education at this stage.

The first years of the life of the child is the most important and serious periods of human life, So that most of the countries of the world have been keen on developing children's kindergartens because they have an important role in the upbringing of the child and in bringing about the art of life as it is an extension of the role of the family. Also they provide the different aspects of care for the child, obtain the demands of his growth, and provide him with opportunities to diverse play to discover himself and know his capabilities and works on their development and acquire the culture of his community, living happily compatible with himself and his community (Athannah,2010:35).

The kindergarten stage (3-6 years) or as some consider it (4-6) years as the preparation stage of the school. It aims to provide a solid base of experiences and information that are important for children, which helps them to learn in later stages. Develop different skills, curiosity and self-esteem. Therefore, one of the educational basics and principles on which kindergartens should be based is working in a sound framework based on the rights of the child to develop its various aspects:

- 1- Investment of the child's self activity to identify and interact with the around environment mutually , so that the activity includes all aspects of the child, and consider the activity of the child a healthy view as one of the most important characteristics of childhood and the most important causes of the child's physical and psychological development. This cooperative interaction between youngs and adults in the kindergarten should be in meaningful way in the child's life.
- 2- The teacher takes into her account that the child's personal freedom in the kindergarten through his movement in it and its various instruments, playing and transporting in it so that is not an absolute movement, does

not go beyond the limits that pose a danger to him. Also to give the child the opportunity to express himself and respect him by listening to him and discuss him in a logical manner as his understood with no imposition of any action on him just because the adults see it as useful, as well as through the loading him a responsibility commensurate with his condition, and not to him in a manner that humiliates him (AbdAlrheem,1990:253) and that which confirms by the study(Suliman & Matar,2011) about training the children to form opinions and express feelings freely, and to provide adequate protection from various forms of abuse.

- 3- Development the skills that help the child to explore and search for facts and natural phenomena through the kindergarten facilities such as the garden, buildings, furniture, playgrounds and library; including books, drawings and audio and video recordings, Also the trips that include the identification of birds, animals and plants in a realistic way (Hawasheen,1990:114).
- 4- Development of language skills related to the child's environment and related to his maturity which affects his abilities and preparations that are of great useful in the use the vocabulary in the primary stage with taking in the account the use of the simple Arabic language in the daily dealings with the child in the kindergarten. In Addition be careful during the use of a foreign language because of its negative impact on the acquisition Arabic (National Council for Childhood and Maternity, 1992: 3).
- 5- Diversifying the sources, the materials and the tools of learning which needed by the child, that contributes to his learning easily and imparted him a lot of knowledge that refines his behavior with interest in the use of symbols and characters in various Arab stories, methods and activities (Rashed, 1989: 54).
- 6- Providing the educational climate for the children, accompanying that an interest in the educational environment through creating the psychological and social environment by the teacher and everyone who has a supervisory function within the kindergarten in order to ensure the availability of a healthy educational environment within it, including taking in the account the individual differences in activities' divisions, and caring the weak pupils and not assigning all of them the same

duties (AbdAlrahim, 1990: 253). Also that which mentioned by the study (Yousef, 2011) and (Saqrat & Alqodat, 2011) about the importance of teachers' awareness about children's right. In addition the study (Assaf, 2014), (AbuDaqqah, et al, 2007), (AlGHuseen,2005) Which necessitated the good preparation of kindergarten's teacher as a basis for raising the child and his future life.

A according to what mentioned previously and what shown by the Ministry of Education in the "Practical Experiences in Protecting Children and Supporting Their Rights" conference which held in Bethlehem in April 2012, the Ministry of Education is looking forward to a better society respects the rights and meets the needs of all groups, Stressing on that this can be achieved only with children who have learned their rights and respected their duties early in kindergartens, through scientifically and practically qualified educators. Also based on the results of several conferences, most recently the educational conference (the importance of improving the quality of education in kindergartens in the Gaza Strip) organized by the Islamic Relief in Gaza on 27/10/2016 and many previous studies that proved the decline in the level of kindergartens in Gaza governorates In general, and the decline in the level of qualifying of teachers specially (Bessiso, 1999) , (Assaf, 2014) and (Abu Daqqa et al., 2007). However, the study (Awad, 2014) proved that the level improved due to increased unemployment, increased parents' awareness, and increased competitiveness, Also the study of (AlFaleet, 2016) about the role of the national framework document as a step towards improving the quality of education in kindergartens in Palestine.

Therefore, the kindergarten teacher is required to perform works that show similar diversity, because the increasing knowledge about the child's needs and individual differences means that the teacher must try to find a situation where every child can feel safe and self-esteem. Therefore, attention to the character of the teacher is not less important than her role, and her technical skills, because the character of the teacher determines the extent by which the child will grow under the supervision and guidance (AlZboon et al., 2015: 29).

### ***Justifications of the study***

The study starts from a set of justifications, the most important of them are:

- 1- The field of preparation of kindergarten teacher is one of the areas that have become the focus of specialists in the field of child education, and

the attention of the official authorities responsible for education about childhood to the extent that some countries announced strategic plans to raise the level of the teacher, including the United States of America, where the proportion of teachers with university degree qualifications reached to 91%.

- 2- The cultural, social, psychological and educational impacts of the poor qualification of kindergarten teachers in the time of technology and smart devices where, the Ministry of Education in the Gaza Strip has embarked on the implementation of the plan to integrate kindergartens into the stage of basic government education. In a project that will be implemented for the first time at the beginning of next year as a pilot sample in some schools of Gaza governorate directorates with the beginning of the first semester of the academic year 2013-2014, by issuing a memorandum relating to the minimum wage for educators, and issuing a decision to deal with children in kindergartens without assessment tests or homework.
- 3- The number of newly licensed kindergartens has increased to the point where it is a phenomenon. Also the development of kindergartens and the admission of male students (as in the University of Gaza, for example), which makes them worthy of study in terms of quality and quality.

### ***Study Problem***

By reviewing the Child Act No. 12 of 1996 and its Executive Regulation No. 3452 of 1997 which issued by the International Childhood and Maternity Organization of UNESCO, and the National Framework Document, which represented a vital intervention in enabling teachers to develop the performance and respect the principles of dealing with children. Also in light of modern trends there are special specifications for the programs of kindergartens and teachers must be available to achieve their minimum rights. This exactly which fulfills the needs of these children in this age span. This is why it is necessary to benefit from the American experience while it is considered one of the most important countries concerned with pre-school education, which was demonstrated by the introduction of (George Bush's national project) entitled (America 2000), which is defined in a national strategy which interested in pre-school education and providing specialized teachers who understand the basic concepts of the characteristics of child development and the contemporary

educational trends in the field of childhood labor. Therefore, the problem of the study is determined by answering the following main question:

**How can we benefit from the American experience in developing a proposed scenario for the preparation of a kindergarten teacher in the Gaza Strip in accordance with the philosophy of the Palestinian society?**

The following sub-questions appear from this question:

1. What is the most important features of the American experience in preparing kindergarten teacher?
2. What are the expected roles and competencies of kindergarten teacher?
3. What is the proposed scenario for preparing kindergarten teacher in Gaza governorate in the light of the American experience which could be consistent with the philosophy of Palestinian society?

***Objectives of the study:***

The present study aims to:

- Presenting the American experience in preparing kindergarten teacher as a distinguished model in this field.
- Identifying the expected roles and competencies of kindergarten teacher at a time where many scientific studies and conferences are calling for improving and developing the kindergarten environment and providing them with the means to raise the child.
- Develop a philosophical vision for the preparation of kindergarten teacher in Gaza governorate in the light of the American experience, taking into account the philosophy and privacy of Palestinian society.

***Importance of study:***

The importance of the study originates from the importance of the childhood stage in which human unity emerges and represents the seeds of human behavior in the future. This means that if we can train the child and raise him properly in his childhood as an individual and as a member of a group, we can ensure a happy life. This reflects the importance of the teacher's role.

- 1- The need to prioritize the improvement of programs of children in kindergartens in the province of Gaza, which suffers from a lack of potential, siege, and political division.
- 2- The need to improve the quality of services provided to the child sector in the Gaza governorates.

- 3- The lack of local studies about the evaluation of programs for the preparation of kindergarten teachers, while the Ministry of Education is moving towards the integration of kindergartens in the basic education ladder, and standardization of curricula.
- 4- Kindergarten teachers in the Ministry of Education (Department of Special Education) may benefit from the results of this study.

### ***Determinants of the study:***

The current study is limited to the features of the American experience in the system of preparing the kindergarten teacher in terms of: goals, criteria of admission and work , plans of curricula and study, and evaluation methods.

### ***Terminology of study:***

The study included a set of terms, in which the researchers determined their meanings according to the nature of the study to have a clear, specific and precise meaning, and helps to understand the general study. These terms are:

- 1- **Kindergartens:** The Ministry of Education (2007) defines it as: "Every educational institution that provides education for the child before the basic education stage with a maximum of two years, and obtains a license to practice the profession from the Ministry of Education and Higher Education, and It is divided into two phases: the nursery stage, where the children are usually at the age of four, and the preliminary stage and the children are usually at the age of five "(Ministry of Education, 2007: 298).

**operationally, the researcher defined it as** "educational and pedagogical institutions that receive children between the ages of three and five to provide them with comprehensive and integrated care that ensures their integrated and balanced growth physically, mentally, psychologically and socially."

- 2- **kindergarten teacher:** (Abdel Raouf, 63: 2008) defines it as "an educational personality that has been carefully selected through a set of criteria for the physical, mental, social, ethical and emotional characteristics that are suitable for the child-rearing profession. Also she has received training and integration in university and higher colleges to assume responsibility for educational work in Pre-school educational institutions "

**operationally, the researcher defined it as** "The basic element of the pre-school education program. She is the first adult to deal with the child directly



outside the family. She enriches the vocabulary of the child, trains them to practice pronunciation and trains them to understand the environment around them. Also she has the strong impact on the child's emotional and mental health development either negatively or positively."

### ***Method of study:***

The current study uses the descriptive design of its two (comparative / constructional) approaches , where the analytical descriptive study of the educational systems does not stop at the understanding of the educational system and the influential forces, but also provides opportunities to benefit from educational experiences in other countries to reform education in a given country. (Fahmy,1995: 48), which is the aim of the present study.

### ***Previous Studies:***

There have been many previous studies that dealt with the reality of kindergartens, but what concerns us is the studies that dealt with the preparation of kindergartens teachers, and the following is a presentation of some studies that consistent with the subject of the current study in terms of circumstances and geographical area.

**Awad (2014)** conducted a study to estimate the scores of the reality of kindergartens in the Gaza governorates in light of the requirements of the Era , and to identify the most challenges that face kindergartens, and the ways of reducing them in the governorates of Gaza according to the opinion of managers and educators. To achieve this aim, a questionnaire was applied to (420) teachers and kindergarten principals. The results showed that the percentage of kindergartens in the Gaza governorates according to the fields of study (work, activities and management) was satisfactory by (79.6%). The field of administration came first with 83.9% ), And finally (the nature of work) with relative weight (72.98%). The most important challenges were: (the predominance of residential design on kindergarten buildings, the density of children in one class, lack of hygiene and health care, lack of qualified and trained human staffs, who specialized for raising and managing kindergartens, poor communication with the society and participation in solving problems which obstacles the children, lack of modern technical equipment and adequate entertainment for children, poor supervision and follow-up by the Ministry on kindergartens, and low salaries).

**Al-Harrachah and Ahmed (2012)** conducted a study aimed to identify the problems that face the administrations of kindergartens in the governorates of

Mafraq / Jordan according to the opinion of their workers. The sample included (82) teachers who applied a questionnaire consisting of (38) items divided in five fields (Problems of teachers, problems of buildings, facilities and equipment, problems of teaching aids, problems of children, and health problems). The results showed that the degree of appreciation of the workers to the problems that face the kindergartens in an overall was medium, where the field of (teachers' problems) was high, but the rest of the fields were of average grade.

**Al-Hamida (2008)** conducted a study aimed to identify the role of children's teachers in developing an educational environment for the development of reading and writing skills among Kindergarten children in Jordan. A questionnaire consisting of (50) items distributed in four fields: Educational environment rich with printed material, educational angles , library class, and an external environment), applied on a sample of (250) teachers. Where the results showed that the degree of practice of teachers to prepare the environment for the development of literacy skills was higher than the field of the educational environment rich with printed materials, was medium on the fields of educational angles and the external environment, and was low on the field of library class preparation.

**Al-Muzayen and Gharab (2005)** conducted a study aimed to determine the basic competencies of kindergartens' teachers in Gaza Governorate according to opinion of the principals in kindergarten. For this purpose, a questionnaire was applied on 120 principals of kindergartens. The results showed that the physical competencies were the highest In the attention to the managers followed by affective and emotional competencies and finally the knowledge field in the fourth place.

**Sobh (2005)** conducted a study aimed to identify the economic difficulties and their impact on the academic preparation of the teacher and her performance in the kindergarten. The researcher followed the descriptive approach and applied a questionnaire on 108 female teachers. The results showed that the most important reasons for students' reluctance to attend training courses are poor wages, Centrality of decision prevented to apply what they learned in the sessions with children. Also that the teachers have the ability and motivation to implement the system angles and activation, but the lack of potential and after the ministry's supervision prevent it.

**Al-Suweig (2006)** conducted a study aimed to identify in-service training programs and their effectiveness in developing the performance of kindergartens' teachers in Reyad city. The researcher followed the experimental method. The sample consisted of 26 teachers from 9 governmental kindergartens in Reyad city in Kingdom of Saudi Arabia, which divided into two groups; the first group was trained in the application of the developed curriculum and the control group did not receive the training. The tool consisted of "76" sentences based on the training content. The most important results of the study were the existence of statistically significant differences between the experimental and control groups for the experimental trainees. The training program has improved the performance of female teachers who have undergone training.

**Yassin (2003)** conducted a study aimed to evaluate the skills and competencies of kindergartens' teachers in the holy capital. The researcher followed the analytical description. The sample consisted of 78 teachers from 7 governmental kindergartens using the questionnaire tool, which consisted of 58 skills. The results showed that the kindergartens' teachers in the governmental schools have an excellent and high degree of personal competencies, and that these competencies do not differ according to the specialization, years of experience or the number of training courses that they have joined.

### ***Comment on previous studies:***

In light of the previous presentation of some studies related to the subject of the current study, which the researcher strives to be the most relevant, it is clear that some of them dealt with the assessment of the reality of kindergartens such as the study of **Awad (2014)**, including the evaluation of competencies and skills of kindergarten teachers, 2003), **Al-Muzayen and Gharab (2005)**, including the role of female teachers in achieving an appropriate learning environment, such as **Al-Hamida (2008)**, **Khalidi (2008)**. Most of these studies followed the descriptive approach, which coincides with the methodology of the current study, but they differed in the comparative approach, and the researcher benefited from these studies in rooting the study axes and determining the research gap.

### ***Answer the study questions:***

**Answer the first question, which states: "What is the most important features of the American experience in preparing kindergarten teacher?"**

The United States is interested in the kindergarten phase as an extension of home life, providing children with ample opportunities to practice various and varied experiences, helping them to sacrifice some of their desires for the benefit of the community, being able to participate and take responsibility, to be leaders and sometimes as followers, helping them to discover their tendencies, and invest their free time. Therefore, the process of preparing a kindergarten teacher in America focuses on the need to be able to treat the child as an individual, as well as a member of a particular group, and to be able to conduct the child's education process based on the goals and aspirations of the community.

### ***Admission Requirements:***

There are many institutions for the preparation of a kindergarten teacher in the United States and vary from state to state, but they do not exceed the two universally recognized systems in the process of teacher preparation, namely: (integrative, sequential). Some colleges follow the integrative system combining the three aspects (general culture, specialization, professional preparation) from the first year to the last one. Some colleges devoted the sequential system, where The first two years of general preparation, then academic and educational preparation. and Some colleges devoted four years in the academic preparation followed by a year devoted to the subjects of professional preparation, where the number of hours gained for a bachelor between 120-128 degrees hours.

The above also shows a difference in the conditions that must be met by the students of the various teacher training institutes for kindergartens, not only at the national level, but also at the local level within the same state, but most of them are grouped together with: (Leaper, 1999: 141).

- Show the desire provided that he is a graduate of one of the four high schools or has a diploma equivalent certified by the Department of Education.
- Passing some tests conducted by the State Office for entrance exams that focus on personality (preparations - interests).
- Estimate the students' emotional stability and professional competence through interviews.
- Determination of nervous stability and endurance to work under pressure.

### ***Conditions of admission to work:***

The American educational system sets specific conditions for kindergarten teacher or kindergarten, which, according to opinion of some specialists, are ideal conditions:

- At least a bachelor's degree in early childhood education, and showing a desire to work with children.
- Language accuracy and verbal ability.
- Passing (psychological readiness) to work with children. (Fahmi, 1995: 254)
- Obtaining a university degree from one of the institutes that studies the following subjects:
  1. General study in life sciences, mathematics, philosophy of educational sciences and arts.
  2. Professional preparation in terms of dealing with children (stages - mental health - the psychology of play - methods of teaching thinking).
  3. Practical training in observation, application and the relationship between management and parents.
  4. Discover talent and discuss new experiences. (Impotent, 2007: 117).

### ***Methods and possibilities of teaching among teachers in colleges:***

Most universities have adopted special systems in the kindergarten stage, where the student spends between 2-3 years in the follow-up of specialized studies and passing the exams required by the professors or writing research papers known as Term papers. Teaching methods for kindergarten teachers are based on: (Bahri and Qatishat, 2009: 343)

- Directed Discovery and supported by tangible means.
- Cooperative Education.
- Standard methods.
- Problem solving methods.
- Self-education .

The material potential of the American University Kindergarten Department is focused on the impact of numerous and technological trends, so that the teacher should be well aware of the changing ways to help the growing

numbers of children and should have a vision that helps children cooperate rather than compete.

To develop these aspects in the student / teacher, It is found that the department of preparing the kindergarten teachers in American universities is provided with all the material resources, and the most important characteristic of this potential centers of production materials (educational aids – and expressive figures), in addition to the existence of programs for innovations of studies. Moreover Existence of kindergarten within the University walls through which the female teachers are trained to implement these programs (Al-Ghusain, 2005: 125).

Perhaps the most important training of female students within the walls of the university is the organization of playing with different materials (playing with sand, water, construction, demonstration, role playing and oil painting), as well as life skills such as:

(Reading, writing, counting, climbing, singing and dancing) so that these possibilities and games allow children to choose what suits their intentions and ideas. Natural materials are often hand-made in the home, so that the child has basic experiences and creative ways.

### ***Plans and Programs:***

The committee overseeing the preparation of kindergarten teachers in the United States recommended the need for educational rehabilitation in the subject of early childhood and should have the psychological readiness to work in kindergarten.

A kindergarten teacher in America is prepared at institutions that may have different names such as teacher colleges and education colleges in university (School or Colleges of Education). Teacher-training institutions have developed later to be (4-5) years after secondary school (Obaid, 199: 261).

Examples of kindergarten teacher preparation programs in the United States include:

<b><i>Pacific Oaks College program</i></b>	<b><i>North Seattle Community Program</i></b>
This program is based on semester programs and is divided into a combination of integrated and optional courses. These courses are	A study program for female students in two stages, the first stage is for two years, each of which lasts one academic year and is based on several principles:

<p>divided into two groups:                  First / choose one course from (developmental education - working with children).                  Second/ Selection of two courses from (playing - measuring and planning programs - parental participation - teaching values - the art of observation - working with expatriate children - problems of children - the application of values - the community) (Jaafari, 2001: 248).</p>	<p>(scientific practice, democratic education, social adjustment, integration of play and learning). After passing the first stage, the student is enrolled in the second stage.                  The scientific progress of the student is evaluated at each stage on the basis of scientific activity and practical applications. The program includes the following courses: (Teaching methods - Children's problems - Kindergarten curricula - Music - Participation - Public relations - Language skills) (NSCC, 1997: 6-9).</p>
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It should be noted that any program that depends on the preparation of children's teachers should be in the light of the National Council for Accreditation of Teacher Education Programs (NCATE).

***Evaluation of female students Teachers:***

All states and counties adopt laws to assess learners based on performance-based programs, benchmarking, output measurement. The state or the region determine the policies for promotion from level to level. However, some areas require a qualifying exam. In the absence of any national exam system , It is clear that there are two characteristics that are of a non-profit nature that significantly affect the determination of educational levels:

- The College Entrance Examination Boat.
- Education Testing Service.

Where they are preparing tests usable at the level of the American nation (Al-Ghusain, 2005: 128).

The most important types of structural assessment in the colleges of kindergarten teachers are:

<i>self evaluation</i>	<i>Peer Review + Supervisor Expert</i>	<i>Students / parents</i>
- elf-order	- ideo / audio tapes	- nterviews

formats	-	-
-	teacher sheets	questionnaires
audio and video records	-	
-	notes inside the class	
real lessons	-	
-	procedural research	
teacher sheets	-	
-	student achievement files	
self-study materials	-	
	student achievement results	

It should also be noted that 20% of the final assessment rate is based on the self-reported results of the student / learner.

***Answer to the second question:***

**The question states: "What are the roles and competencies of the expected kindergarten teacher?"**

The roles and competencies of the teacher related to the most important principles and foundations that relate to her work, which she must adhere to in order to help her to carry out her task properly, which is determined in the following directions:

1. Towards the child in kindergarten.
2. Towards the community.
3. Towards itself.

**1. Towards the child in the kindergarten; and represented as Following:**

- A- Knowledge of the principles of psychology, child-rearing and socialization.
- B- Creating the appropriate environment and conditions to achieve the different aspects of the child's growth towards an integrated (physical, psychological, sensory, motor, cognitive, social, moral, aesthetic and human), which provide a sense of security and psychological stability.
- C- Stay away from the traditional way that sees kindergarten as a place to shed information on the child and it is not a new kind of role of modern



education, which is based on meeting the demands of growth for children of the second period of early childhood (4-6) years, who differ from the children of school age (Bahar, 1997: 57).

- D- The ability to discover and develop children's special abilities, practical practice and procedural application of concepts and the clear presentation for the child.
- E- Excitation the children's motivation to learn and pushing them to acquire experiences by encouraging them to innovate and not to denigrate their creative attempts, and to provide them with appropriate opportunities to express themselves in various forms, taking into account the shortness of verbal interaction and instructions directed at the child. (Abdel Rahim, 1990: 78)
- F- To deal with children on the basis of mutual respect so as to feel the value of themselves, and by taking into account individual differences between them and children in education or performance, and that the bond between them and children based on love so as to protect them from bad companions, and to keep them from stirring up jealousy emotions In them and away from mockery of them or to blame them and rebuke them to others.
- G- Direction the child behavior and establishing best practices, encouraging the values and wanted educational trends, and considering the teacher in charge in a lovely and indirect way.
- H- Giving a hand for the child to gain new concepts and developing them and considering them as a corner stone for the scientific thinking, meanwhile, training the child on the basics skills to helping him on learning (Ghourab and Almuzain, 2005:155).

## **2- Toward community; and represented in:**

- A- Kindergarten teacher aware about her role that she is the junction between the child and the community, and she should do that role and peer in mind to enrich and value adding to the local community throughout the kindergarten.
- B- Able to recognize the different cultural and social backgrounds of the children and using that in achieving sustainability and skills integrations.
- C- Developing the educational services which delivered via kindergarten to children's homes.

D- Utilizing all human capacities in child environments in sake of enrich the educational process in both child and community (Alrashidy, 1995:427).

### **3-Toward itself: and what is related with:**

A- Professional requirements

B- Personal requirements

A- Professional requirement of the teacher toward herself:

- Knowing of general characteristics of the children in this age.
- Understating the educational theories of kindergarten.
- Variation in the activities.
- Motivation and activation for all kindergarten activities.
- Taking care for child personality and learning the child how respect his personality.
- Monitoring child response for activities.
- Considering the personal variation between children (Alzaboun et al., 2105:33)

B- Personal requirements (which represented in the teacher personality characteristics as following):

- Being female, which man lot as feeling motherhood towards children more than males do.
- Wellbeing is an asset.
- Being lovey.
- Self-control, patience, and calm.
- Able to adapt and breaking the ice ( Alsough, 2006; 67).
- Being open-minded and open for the others.
- Being able to influence the children and easily convene them, and acting as real mother and child doesn't feeling afraid from teacher and from punishment.
- Being able to make reasonable social relationship with child's family to achieve the educational goals.
- Have an imaginary personality which enabling her to write stories, which make children love their teacher.
- Considering the inspiration the children, as they getting more attached with any behavior, work skill which the older praise it ( Yassen, 2003:85).

- Should be respect her ideas and good practices, she shouldn't praise today what she denied yesterday, and always directly condemn any inappropriate behavior.
- Self-monitory and evaluation for any action that she do, and try to being an idol for the children.
- Exploring the children mistakes causes, and try to treat the main causing and don't go to punishment first, she should try other methods and tools to solve the problems in a gentle way, with an exception with acute cases which need to solve them with the psychological officer and with parents(Abdalraouf, 2008:59).

### ***The expected kindergarten roles and duties:***

The kindergarten duties are summarized in (Awwad, 2014, 56-57):

#### **Relationship with families:**

Both of kindergarten and family taking care for raising up the child, for that, they should closely cooperate and coordinate between them to achieve optimum child's care and raising up and avoiding him getting lost between the difference and bad coordination between family and kindergarten (kindergarten doesn't have an idea about child social and economic situation), here the teacher play a crucial role in bridging the gaps through taking with parents about the child activities and by guiding them about correct raising up methods.

#### ***Dealing with children:***

When the child join the kindergarten faces many obstacles and constrains, especially in the presence of many other children (noise and overcrowdings), and in addition to different educational methods which differed from those parents use, also, the conflicts inside children groups, so, we can notice some children can easily coup with those new situation and other can't do that, here, teacher can a playing a major role in eradicate the pains and bad experience's by lovely welcoming in mooring and warmly goodbye.

**Based on that, the preparation of kindergarten teacher can be achieved by two pathways:**

#### **Pre-work preparation:**

It's important for the kindergarten teacher to be educationally well prepared, this will raise the teacher general educational levels, meanwhile, taking into consideration the age period characteristics for the children and

also, enhancing the related skills of activities planning and teaching as well (Alnashef, 2005; 117).

### **Career development during work:**

In addition to kindergarten preparation before getting involved in the work, she is in ultimate need for career development, this to cope with the modern life style and the revolution in information which expand the development of the knowledge.

For that, kindergarten should be up-to-date with the recent development in the thinking field, and best practices, attending workshops, conference, and study days ( Alghathela, 2000:23).

Kindergarten teacher exchange program is crucial in all levels (locally, regionally and internally) to be up-to-date with the recent development and the methods followed in delivering activities in lovely and exiting way (Fahmy, 2013;21).

### **Answering question three:**

#### **What is the proposal for kindergarten teacher preparation in Gaza governorate according to the American experience in a parallel with Palestinians community philosophy?**

Before answering this question, we should know in detailed about the kindergarten situation in Gaza governorates, according to Palestinian Central Bureau of Statistics ( 2015), the number of Gaza licensed kindergartens is around (358) and under the ministry of education monitoring and supervising, and the ministry has two kindergarten ( one in north named Alsalam and KhaleelAlwazier) which the later was destroyed in 2014 war.

The private sector take the lion share in the number of kindergarten around 281 kindergartens which represented 62,9 % of the total number of them in Gaza strip. In second position the kindergarten which managed by non-governmental organization around 165 kindergarten which represented 36, 9 % total number of kindergartens in Gaza strip, the governmental kindergarten represented the lowest percentage around 0.02 % which mean only one kindergarten (Islamic Relief, 2015; 11).

To tackle the quality of curriculum taught in the kindergartens:

Around (396) kindergartens which represented (88.6 %) total number of kindergartens in Gaza strip applying the curricula of childhood sources, while (256) kindergarten represented ( 64.6%) belongs to private sector while (135)

kindergarten belongs to community organizations, the remaining ( 23) of kindergartens represented (5.1 %) applying Islamic curriculum.

- Safety and security factors:

Around (64.4%) of kindergartens possess some equipment's related to safety and security and fire (fire extinguisher, ranged from 1 to 4) in kindergartens.

- Health care system:

In Gaza strip the health care system possess in high degree in the majority of kindergartens, most of them have first aid boxes and other related medical devices need for emergencies before referring them to health institutes.

- The managerial and teaching assistance staffs:

The results showed that (34.7%) of kindergartens in Gaza strips in need for additional babysitters, the number of babysitter ranged from (1-13) babysitter in each kindergarten, in general, the total number of baby sitter in the examined kindergartens around (2373), that mean, (26) child for each babysitter (Aldayia and Abu Alriesh, 2016:14).

- Class rooms and divisions:

The number of class room in kindergarten (2226) room, and ranged from (2) to (18) for each kindergartens, while the number of registered children ranged from (62075) distributed in (447) kindergartens, the number of children in each class ranged from (10) to (55), which considered high and exceed the regulation of ministry of education and raise from previous year 2012-2013, UNESICO recommended just (10) students for each class (Assaf, 2014:22).

### ***The proposed preconception:***

The agenda should by based on the outcomes which support the child education and enhance his raising up, and which agreed with the quality of the requirements and development and their trends, through the following:

- 1- The necessity to get benefit of direct expertise, being more realistic and effective and supporting the child rights in educations throughout the following:
  - Invest the emergencies and trauma to support the child's education and to continuous direction his behavior.
  - Working on putting plans by ministry of education to best investment of technology and providing the optimum infrastructure in kindergarten teacher preparation.

2- The necessity to support child engagement and caring responsibilities and that can be achieved through:

- Childs engagement in preparing the daily schedule and take a part and doing the activities.
- Customize the child to self-monitoring and evaluation, by let the child to judge his behavior and make self-corrections.
- Preparing a comprehensive and continuous appraisalment for the child performance and activities and measuring his achievements.

3- Providing all needed logistic and tools which is necessary for child's playing and to allow them express about their options, through:

- Minimize the class-density up to (15) child for each class.
- Introducing activities which sharpening the child skills and trends and considering handicap.
- The flexibility of activities schedules and should be timely unbounded, be considered child's trends and needs.

### ***Preconception justification:***

The conception based on a group of justification which shows the weakness points in the admission and preparation program of the kindergarten teacher, which represented in:

<i>Inputs</i>	<i>Outputs</i>
<ul style="list-style-type: none"> <li>- Restriction in admission on the high school examination results in admission for the diploma program (two years study).</li> <li>- Restriction in the kindergartens students assessment on examinations.</li> <li>- Scarcity of capacities needed for developing qualified teacher in two years.</li> <li>- Allow to admit both females and males in the program.</li> <li>- Lack of kindergartens education department program (four year of</li> </ul>	<ul style="list-style-type: none"> <li>- Low wages for the kindergartens teacher, which lead to avoid join the program.</li> <li>- The diploma program mainly considering the financial issues before other considerations.</li> <li>- Also the important role for the kindergarten teacher, the community has negative view for the them.</li> <li>- No clear strategy for training and preparation of kindergartens teachers and lack of regulation to the minimum wages for them.</li> <li>- There is no consideration for the</li> </ul>

study)	quality assurance in selection of kindergarten teachers and sometime abuse the teachers due to high unemployment rate in the kindergartens teachers.
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***The preconception procedures:***

Upon the American experience which we comparing and upon the status qui we can suggest the following conception:

***First/ in the previous mentioned fields namely:***

<i>Admission criteria</i>	<i>Employments criteria</i>
<ul style="list-style-type: none"> <li>- Testify the candidates social abilities and innovations and reactions.</li> <li>- Conduction medical examination to ensure disease free and infectious diseases.</li> <li>- Ensure that candidates are free of mental , psychological and speech difficulties.</li> <li>- Don't rely only on high school examination records as a sole indication and admission criterion.</li> <li>- Developing new divisions in education college for child education according to university regulations.</li> <li>- Designing special programs in education college according to children treatment needs.</li> <li>- Just admission female candidates.</li> </ul>	<ul style="list-style-type: none"> <li>- Before talking about employment criteria, we should do our best to ensure the minimum wages salaries inside kindergartens, meanwhile, promote the community awareness of the importance of kindergartens.</li> <li>- Conducting an international exam under ministry supervision, this exam should measure the real capacities and talents among candidates, not only the records, after that a licensed should be issued (valid for 5 years) this license called (teaching exploring).</li> <li>- Creating evaluation system for teacher performance based on the quality of graduated children and their new talents and gained skills not only on their scientific records.</li> <li>- The working duration is two years, renewable, due to the sensitivity of this period in children personality configuration.</li> </ul>

### **Teaching Methods and Facilities**

Teaching methods should be depends on verity of criteria's, according to our point of view should be at least 75% of the total credit hours which includes:

- Research Fundamentals & Methodology
- Critique Thinking & Variation
- Education Environment, Interaction and Group Working
- Communication methods, Active Research and Cooperation
- Computer Usage, and Class Computational Applications
- Field and Case Studies Usage
- Applied Research
- Self-Critique

All that need possess of all logistics, tools, and materials ( Audio & Video lab, hand art lab, and educational tools)

### **Plans & Programs**

- Using special programs in Education College named (( Best Class Practices BCP), ( Thinking Education...)) i.e. Distribution of C.H. (128) according the following:

-

General Education, Major	Concentration
24 C.H. (27%)	47 C.H. (37%)
Vocational Training	Education Training
31 C.H. (24%)	16 C.H. (12%)

### **Evaluation**

: Evaluation of teachers should be based on two basics:

Self: Monitoring self-practices- teacher sheet- personal achievements...

In self: Achievement file- Correction actions- Quizzes- Impacts- colleges and training views

Secondly: Establishing a specialized center in Psychological guiding and treatment of Speech problems for pre-school children, and this center should be supervised by experts from the ministry of education to conduct the following tasks and duties:

- Supervise the cases
- Cooperation with donors
- Providing needed assistances
- Exploring both psychological and health speech problems



### Thirdly:

Establishing a kindergarten teachers institute supervised by the ministry to achieve the following goals;

- Designing the curriculum based on educational and scientific basics.
- Training on using educational tools.
- Developing an appropriate human resources.
- Preparing and developing training materials to increase kindergarten teachers skills to achieve the special criteria according to the following table:

<i>Subject/Title</i>	<i>C.H.</i>	<i>Vocabulary</i>
Learning Kindergarten Principals-Fundamentals	3 C.H.	Kindergarten definition, characteristics, goal, organization skeleton, internal & external challenges.
Kindergarten educational methods	3 C.H.	Knowing the recent methods, types, and learning how to get benefit from the outcomes.
Kindergartens teaching quality	3 C.H.	Introducing quality of kindergarten education, strategic planning for kindergarten establishing, local inputs and outputs.
Countries experience in developing kindergartens	3 C.H.	Sharing international, Arabic, and Islamic countries experience's in improving kindergartens, the breakthrough in that field.
Class management	6 C.H.	Clarifying the principle, the environmental condition of class, types of class management and the needed tools and equipment's.
Mental health and development	6 C.H.	Description of pre-school age criteria, characteristics, how to deal with recent methods, and how to treat them.

### **Recommendation:**

Upon study results, the researcher recommends the following:

- Based on the fact that the success of the teacher with his children is mainly depends on the type of preparation that the

child received, for that, qualified teacher is a key factor for educational process, hence we recommend the following:

- 1- General cultural preparing: which shaping his personality, opening his mind, and avoid him from fanaticism and helping him to promote success, especially in his duties in kindergarten.
- 2- Academic specialization basics: through his understating in his field of specialization, and his faith in the crucial and fundamentals of the core study, which reflects positively on whom he teaching.
- 3- Professional basics: through gaining the needed professional techniques, skills and knowing the secrets of most relevant facts, information's and what he should do.
  - Establishing new field of specialization named kindergarten teachers and babysitters , which should be monitored by ministry of education.
  - Establishing special committees belongs to ministry of education to follow the most newest techniques, studies and research to genet benefit of the recommendations and lessons learned.
  - Re-thing in the males admission in kindergartens specialization and just restrict it on females students.

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