

REVIEW

for dissertation work

for obtaining an educational and scientific degree "DOCTOR"

Field of higher education 1. Pedagogical sciences,
Professional field 1.1. Theory and management of education,
Doctoral program "Management of Education"

by Prof. Yanka Totseva, PhD – SWU "Neofit Rilski"

on the topic: **THE INTEGRATION OF ACADEMICALLY EDUCATED PEOPLE
AFTER PROFESSIONAL RE-TRAINING FOR TEACHING IN THE SCHOOL
SYSTEM**

developed by **RUTH ROZENSHTROM**

1. Data on the PhD student and the procedure.

Ruth Rosenstrom was born in Tel Aviv, Israel in 1965. In 1994 she graduated from the Faculty of Humanities at Tel Aviv University with a bachelor's degree in Jewish literature and comparative literature, while also receive diploma for teacher.

Since 2006 he has a Master's degree in Management of Education (Continuing Professional Development) from the University of Derby, UK (Israel Branch).

Ruth Rosenstrom has over 28 years of experience in the field of education and since 2011 she has been a lecturer at the Faculty of Pedagogy at Beit Burle College, where she works at the Center for Vocational and Continuing Education.

In 2013 he acquired additional qualifications at the Moffett Institute, Israel in research, program development and mentoring in the initial teacher training.

She was enrolled as a PhD student in self-study by Order № 1266 / 11.06.2018 of the Rector of SWU "Neofit Rilski".

During her PhD studies in Management of Education, she completed her individual plan and successfully passed all her exams.

She was unenrolled with the right to defence by Order № 1387 / 28.06.2021 of the Rector of SWU "Neofit Rilski".

On 15.12.2021 the preliminary defense was held in the Department of Management of Education and Special Pedagogy at the Faculty of Pedagogy of the Southwestern University "Neofit Rilski", where the dissertation was positively evaluated and directed for defense before a scientific jury.

There are no data on violations during the implementation of the doctoral program.

2. Data for the dissertation and the abstract

The dissertation is developed in a volume of 189 pages of main text, which includes 4 tables and 17 graphs. It contains: summary, introduction, three chapters and conclusion.

109 literary sources in English and 80 in Hebrew were used.

The development begins with an ***Abstract*** of the dissertation research.

The ***Introduction*** focuses on the topicality of the problem of teacher shortages worldwide, and in Israel in particular. By pointing out some factors that negatively affect the interest of young people in practicing the teaching profession and the aging of employees, the possibilities for attracting specialists trained in other fields to retrain and start a new career as teachers in school are discussed.

The aim, the object and the subject of the dissertation research, the scientific thesis and the methodology are indicated in a logical sequence.

The *main goal* is to study the overall process of professional training and integration of retrained staff in the school system.

To achieve this goal, the motives for career change among academically educated people who choose teaching as a second career, their integration and adaptation to the school system and the degree of retention in the teaching profession by raising three research questions are studied:

1. What are the reasons that lead academically educated people to choose teaching as a second career and what are their expectations from the teaching on the different levels (professional, personal, and social levels) and from the process of training for teaching?

2. What characterizes the process of the absorption and integration of teachers, who are academically educated and after re-training, in the school system?

3. What is the degree of perseverance of teachers, after re-training, in the school At the end of the introduction, reservations were made about the limitations of the current study and recommendations for future research were given.

The first chapter, called SECOND CAREER AS A TEACHER: DISCUSSION, RE-TRAINING AND ASSIMILATION IN SCHOOL is 80 pages long. It provides an extensive review of the literature on issues related to the professional realization of people with teaching qualifications. The beginning of the chapter presents the global and local problem for Israel with the declining interest in the teaching profession among young people on the one hand and the aging of school employees. Various aspects of the professional training, qualification and career development of teachers are considered. An attempt has been made to compare the advantages and disadvantages of training future teachers in universities and other educational institutions. At the end of this chapter, the theoretical prerequisites for expanding the opportunities for obtaining teacher qualifications through re-training courses for specialists with higher education who have an interest in working in school are substantiated. Attention is drawn to the difficulties they may face in the first years of their new career and the reasons for giving it up.

The second chapter is RESEARCH METHODOLOGY. It is three pages long and includes the sample, the description of the toolkit and the research process itself.

The third chapter is RESEARCH FINDINGS. It is 52 pages long. It presents the results of the empirical study with the author's questionnaire aimed at practicing teachers who have completed their retraining and study and work simultaneously. The data is precisely processed and the results are visualized.

They offer various possible explanations for the choice of teachers and their levels of satisfaction with school work, as well as outlining the trends for the paths that can be followed in the process of adaptation and effective support for new teachers.

At the end of the chapter are excerpts from in-depth interviews with five beginning teachers and five principals who have accepted them.

The Conclusion, which is 25 pages long, presents the main problems that have been developed in the dissertation. Looking at the beginning, the topic of the shortage of teachers and the reasons for this, on the one hand, and the attempts of the state of Israel to find a solution are brought up. The focus is then on motivating those who choose the teaching profession as a second career based on the results of empirical research and in-depth interviews. Logically follows the topic of adaptation and evaluation of the work of new teachers. Key to successfully adapting and retaining new teachers are their ability to adapt to

change, develop personal resilience, and receive emotional support from management and other members of the school community. At the end, the most important reasons for staying in school are listed.

The last paragraph of the conclusion *Summary* summarizes the main benefits of the training and realization of teachers who have chosen this profession at a later stage in life.

The *Abstract* correctly reflects the main aspects of the dissertation.

3. Scientific contributions

The dissertation has a theoretical and empirical nature, which determines the nature of the contributions, two of which are in scientific and theoretical terms and much more in practical and applied terms. Practical and practical contributions are extremely important for the change of the model for preparation and adaptation of highly qualified specialists retrained as teachers in Israel.

4. Publications and participation in scientific forums

The dissertation presented a list of three publications on the topic of the dissertation, of which two articles in the Journal of Business and Social Science Review and one conference report – published in the Multidisciplinary Journal of Science, Education and Art - electronic edition of the Yearbook of the Union of Scientists in Bulgaria – Blagoevgrad branch.

Conclusion

The strengths of the presented dissertation include the following:

- the choice of topical and significant issues, which have been developed considering the specifics of the situation in the Israeli educational system
- good knowledge of the issues related to the professional and pedagogical preparation of future teachers
- a rich empirical study examining the views of teacher candidates, practicing teachers and principals of schools with retrained teachers.

Despite these achievements of the dissertation, some *recommendations* can be made to the presented work:

- The current second and third chapters to merge, because the 3-page methodology cannot be a chapter.


- The text in the third chapter, which presents the results of the empirical study can be supplemented with more analyses and comments, because the data allow for a more in-depth qualitative pedagogical analysis.

In *conclusion*, it can be said that the dissertation has a complete form and is characterized by a very good scientific style and logic. It meets the requirements such as volume and content. He has objective merits and contribution to the research of the problems of retraining of specialists with higher education and their work as newly appointed teachers - their motives, difficulties they face and the support they receive in the process of adaptation.

The dissertation is a personal work, the result of serious research work in the field of education management and has all the necessary qualities to be awarded to Ruth Rosenstrom educational and scientific degree "Doctor" in Field of higher education 1. Pedagogical sciences, Professional field 1.1. Theory and management of education.

22.02.2022 .

Reviewer:



(Prof. Yanka Totseva, PhD)