

The role of the reading book in state-religious elementary schools, through the perception of teachers, librarians, principals and policy makers / Sigal Hason

Abstract

The following study seeks to uncover the role of the reading-book in state-religious elementary schools. The purpose of this study is to examine the book selection policy in elementary schools who belong to the State-Religious-Education (SRE), and its implications on the reading culture, the arrangement of school libraries and the role of the teacher-librarian. Through conducting and analyzing interviews with principals, teachers, administrators, supervisors and policymakers, the study will focus on the following aspects: perceptions of the role of literature, reading, and the book in elementary state-religious schools; the relationship between schools and parents, organizational policies, the structure of book collections and the role of the teacher-librarian.

The study reveals how role holders perceive the educational practices of the reading book, and how these perceptions become an intermediary factor or censor, that affects students' perception of the society to whom they belong. The study enables an understanding of the social and cultural complexity in which teachers operate, and of the subtle relationships that are created between parents, teacher and pupils. The study allows the reader to understand the complexity of the issue and the potential impact on SRE and its pupils.

A series of practical recommendations is provided, relating to three main areas: the policy of SRE management, the nature of teacher training and the needed change in perceptions of the role of the librarian and on operating in-school libraries. Through its focus on perceptions of the role of literature, reading and book, this study illustrates how these perceptions affect the institutional conduct and the teaching itself. The study illustrates how to achieve empowerment of teachers, through improving their training, in a way that will turn the activity around the reading book as a center for emotional discourse and will turn the school libraries onto a lively center of school life.

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