Trainee-teacher: A Second or A Secondary Teacher in The Classroom?
Emotional Aspects of Teaching Practicum in the "Academia Class" Program

Abstract

This research focused on the practicum experience in the Academia Class program. This article puts a spotlight on the emotional aspects, thoughts, feelings and perceptions concerning co-teaching in this unique program. The research is a mixed-methods study (qualitative and quantitative).The research population included 125 teachers, 51 (40.8%) practicing trainer teachers, 36 (28.8%) trainee-teachers, 18 (14.4%) kindergarten trainer teachers and 20 (16%) early childhood trainee-teachers.

The research questions were: "Is the trainee-teacher a second or a secondary teacher in the class? Do the trainer-teachers and trainee-teachers have a common motivation to adopt co-teaching and what is that motivation? How do the trainer-teachers and trainee-teachers describe their feelings and emotions within the framework of the practicum in the Academia Class program, especially with regard to co-teaching?

The main findings indicate that the trainer-teachers in schools saw the trainee-teachers as a second teacher in the classroom already from the first day of their practicum (3.86), while the trainee kindergarten teachers were not seen as second kindergarten teachers (2.86) by their trainers. This difference was found to be significant. In contrast it was found that in early childhood education, the trainee-teachers reported that they felt they were an integral part of the kindergarten staff in a more significant manner - synergetic teaching (3.94) than did the trainee-teachers in the schools (3.03). Moreover, it was found that there was a gap between the way in which the trainee-teachers perceived themselves as second teachers in co-teaching (3.27) and the way in which they were perceived by the trainer-teachers (3.45) and kindergarten teachers (3.78) The trainee-teachers saw themselves as equal (over-evaluation) to the teachers/kindergarten teachers, in contrast to the perceptions of the trainer-teachers in schools and kindergartens.

From the qualitative analyses, we found several categories that were identified as meaningful: interpersonal interaction, suitable training and preparation, high-quality teachers/student-teachers, motivation and emotions expressed because of this unique experience. Content analysis of the reflective consideration of the program

participants to this question indicated that subjective interpersonal interactions (trainee-trainer in schools and in kindergartens) produced various feelings. These findings echoed and complemented the findings from the quantitative part of the research. The main conclusion from the findings is that the trainee-teachers were seen as secondary trainee-teachers and not as second teachers. In contrast, in the kindergartens although the trainee-teachers were not portrayed as second teachers, over the year they felt a sense of equality with the kindergarten teacher and as full participants~~es~~ in the pedagogic work of the kindergarten teacher ~~in addition~~ received a higher level of co-teaching.

Theoretical background

Several studies have described the teachers' practicum experience in the teacher training processes through clinical experience as real time in the education field. Theoretical knowledge learned in college and translated into practical work, equips the teacher with strong academic abilities and knowledge in the content field, providing them with practical tools to cope with the challenges of the field (Ran, 2018; Ronfeldt & Reininger, 2012). The student teacher is often described as a "budding teacher", learning a broad range of theoretical courses in education, in addition to teaching in a clinical setting as part of their practicum. In fact, during the four years of their studies in the teacher-training college, the student teachers undergo a process of development, learning, formation of their personal and professional identity as they work and observe in the education field. They learn about themselves, recognizing their knowledge and skills and crystallize their attitudes and educational worldviews (Walkington, 2004). Several studies have indicated that serious exposure to teaching experience – accompanied closely by a trainer-teacher, increases the trainee-teacher's readiness for the teacher's role (Maskit & Mevurach, 2013; Whitford & Barnett, 2016) and that student-teachers report that their practicum is the most meaningful component of their studies (Brandburg & Ryan, 2001; Brett, 2006; Walkington, 2005).

There are different models of teaching practicum in Israel that represent different approaches to the role of the teacher training college in the school and different levels of the active involvement of the trainee-teacher. These models range from the traditional model in which the connection between the school and the college is very limited and the teaching assignments are related to the particular subject

teacher's choice (Daniel-Saad, 2013; Lahav, 2010) to models such as the Professional Development School (PDS) that sees the school as a significant part in the student-teacher's development and integrates reciprocal processes of development and learning (Ariav, 2014; Ariav & Smith, 2006; Maskit & Mevurach, 2013). The Academia Class program has operated over the last four years in Israel, based on the principles of PDS and emphasizing practical experience, increasing the collaboration between the schools and teacher-training colleges and presenting the trainee-teacher as a second teacher in the classroom, working with the trainer-teacher in co-teaching (Ministry of Education, 2014, Ran, 2018)

Studies investigating the success of the Academia Class program found that the graduates reported ~~on~~ high levels of self-efficacy and readiness for the teaching role and that they had better chances of integrating into teaching (Eran & Zaretski, 2017; Macdusi, 2018). Teachers and student teachers, who participated in the program, expressed their satisfaction and believed that it contributed to all those involved – teacher-trainers, trainee-teachers and the pupils (Arnon & Presco, 2018; Ratner& Shmueli, 2017).

What is co-teaching?

Co-teaching is a situation in which two teachers work together with a group of pupils, in the space of a single classroom over different stages – planning, organization and performance (Bacharach, Heck & Dank, 2004).Initially, co-teaching was used to help integrate pupils with disabilities in mainstream education classes. In this situation, the partners were a special education teacher and a mainstream teacher (Friend, Cook, Hurley-Chamberlain & Shamberger, 2010).

Co-teaching is perceived as an alternative substantially different teaching method with particular value-added, which gives pupils' an alternative lesson experience (Cook &Friend, 1995; Wenzlaff et al., 2002). Co-teaching constitutes a "learning community of two experts" for the relatively isolated teacher, helping them to grow and providing emotional support (Mandel & Eiserman, 2015).

Co-teaching in teacher training

The use of co-teaching in mainstream education is relatively new (Bacharach, Heck & Dahlberg, 2010), one of the models in which it is used is co-teaching in teacher training. There is a transition from traditional practicum experience in which there is a hierarchy between the trainer-teacher and the trainee-teacher, to a process in which the trainer and the trainee are partners sharing the teaching with different areas

of responsibility in the classroom, from a trainee-teacher observing the trainer-teacher to delivering a lesson completely by themselves, where a trainee-teacher undergoes a shared learning process with the teacher, experiencing cooperation within the school and gains experience which enables them to be more prepared for the challenges that the field presents and assists them in the entrance to their profession the era of educational learning and development communities.

Guise, Habib, Thiessen and Robbins (2017) identified four main categories of shared work between a trainer-teacher and trainee-teacher along a continuum between traditional practicum in which only one teacher teaches, through a small amount of co-teaching, a large amount of co-teaching and a more advanced application of the model, whereby planning and work are shared and there is a feeling of equal status forces between the trainer and trainee. Nissim and Naifeld (2018) investigated the reports of 56 student-teachers and 69 trainer-teachers who participated in the Academia Class program and were instructed to work together in co-teaching, regarding the different models that they applied in their joint work. The researchers mapped the teaching models along a continuum between traditional practicum without any co-teaching, through low-level co-teaching models, represented by one dominant teacher and an additional supporting/assisting teacher to co-teaching experience on a synergetic level, in which the trainer-teacher and trainee-teacher work together in full cooperation, planning, implementing and supervising the teaching. The findings testified to the use of various models of co-teaching.

Advantages of co-teaching in teacher training

Co-teaching has been found to have several advantages in teacher training for both the trainer, the trainee and the pupils (Darragh, Picanco, Tully & Henning, 2011). It was found that pupils receive many more learning opportunities and mediation, and their learning advances that their learning abilities are enhanced (Bacharach, Heck & Dahlberg, 2010). The trainee-teachers who participated in co-teaching reported to feelings of authentic and meaningful professional development. Their daily interactions in co-teaching necessitated continuous discussion and reflection concerning the teaching, both teachers introduced new curricula resources and the model encouraged trainer-teachers to expand their positions as leaders and teacher educators in the school (Gallo-Fox & Scantlebury, 2016). Trainee-teachers who experienced co-teaching with a trainer-teacher reported that this experience helped them to link theory and practice, that reflection enabled them to enjoy mutual

learning and that the co-teaching constituted a supportive environment for profound professional learning (Rytivaara & Kershner, 2012). Research that investigated the attitudes of trainer-teachers and trainee-teachers in the Academia Class program, found that both the trainers and trainees felt that there were benefits of co-teaching for trainers, trainees and pupils (Naifeld & Nissim, 2018).

Two teachers in the classroom in the Academia Class program

The Academia Class practicum program ~~emphasized~~emphasizes the goal of advancing meaningful learning using a combination of two adults working together simultaneously in the classes. The trainee-teacher is responsible for ~~integrating~~ integrates the second teacher, the teacher -trainee, asa partner and a colleague and together they promote the use of innovative teaching methods and provide a broad range of responses to pupils' different learning styles (Ministry of Education, 2014).

In contrast to the co-teaching of two experienced teachers, equal in status, the second teacher that is integrated in the Academia Class program is still a student-teacher, new to the field and with little teaching experience. In order to position the trainee-teacher as a second teacher in the class and as a member of the teaching staff, the trainee-teacher should be presented as such before the school community. Allowing the trainee-teacher's active involvement, while providing opportunities for varied teaching, can empower this image. Beninghof (2016), who studied the co-teaching of a mainstream teacher together with a special education teacher, argued against any attempt to create a unified image of two teachers working as co-teachers, and emphasized that it was better to present the two teachers as having different characteristics, abilities and strengths before the pupils. In his opinion, teaching together can only succeed on a foundation of discourse that emphasizes the differences between the two teachers. Friend (2015) supported this approach, claiming that there is no need for an absolute identity and that it is acceptable and positive to have diverse teaching and learning methods in the class and this plays a valuable role in creating a positive classroom climate.

Emotional containment: A sense of belonging and acceptance of the student-teacher

Teaching is a profession that can easily be defined as an emotional profession requiring emotional coping strategies in the occupational field. Teachers have to juggle their professional qualities, personality and feelings. Different studies have noted that teaching is an emotional profession, because it involves face-to-face

interaction with pupils, colleagues, pupils' parents and the community (Kremenitzer & Miller, 2008; Ogbonna & Harris, 2004). Profound relationships are often created between trainee-teachers and their trainer-teachers (Carr, Herman & Harris, 2005). As part of their role definition, the trainer-teacher is required to act as a guide and counselor, supervising and encouraging the trainee-teacher in addition to providing a source of personal and emotional support (Bray & Nettelton, 2006; Hopper,2001; Lawson, Cakmak, Gunduz & Busher, 2015). It was found that a sense of containment, support and belonging are crucial components for the success of teacher's practicum. Trainee-teachers who enjoyed this experience were found to have more confidence in their teaching and successfully underwent processes of professional development and formed their own personal style (Boreen, Johnson, Niday, & Potts, 2003; Lai, 2005; Rajuan, Beijaard, & Verloop, 2008). A sense of equality and containment develop when there is mutual respect, regular communication and the trainer-teacher is amenable to provide a place for the trainee-teacher and to receive the trainee's contribution (Bacharach, Heck, & Dahlberg 2010;Gallo-Fox & Scantlebury, 2016).

Methodology

The research was a mixed methods study combining qualitative and quantitative data-collection and analysis.

The research questions

1. Do the trainer-teachers and trainee-teachers participating in the Academia Class program perceive the integration of the trainee-teachers as a second teacher or secondary teacher in the classroom?
2. Do the teacher and teacher trainee express the same level of motivation?
3. Are the trainer -teacher and teacher- trainees equally invested in the process?
4. What are the feelings, emotions and thoughts of the trainer-teachers and trainee-teachers regarding the manner of their assimilation in co-teaching?

The research population

Out of a prospective population of 240 participants in the Academia Class program, 125 participants responded to the questionnaire; 52 of them (40.8%) were trainer school teachers, 36 (28.8%) were trainee-teachers in school education, 18 (14.4%) were trainer kindergarten teachers and 20 (16%) were trainee-teachers in early childhood education.

The research tool

The research included quantitative and qualitative parts. A questionnaire was specially constructed for the research and validated (apparent validation) by three experts, with doctorates in education. A one-stage sampling was performed – a convenience sample. The questionnaire was distributed to all the students participating in the Academia Class program in the studied academic year 2017.

In the quantitative part of the research, the respondents graded five statements examining their perceptions concerning the integration of student teachers as a second teacher in the classroom in terms of their feelings and motivation. The statements were graded on a Likert scale of 1-5, whereby the highest grade represented strong agreement with the statement's content. The responses to these statements underwent statistical analysis.

In the qualitative part of the questionnaire, the respondents answered a single open-ended question, asking them to describe their feelings and thoughts concerning their participation in the Academia Class program. The question was composed as follows: "Describe your personal feelings as a colleague kindergarten teacher or an equal teacher colleague participating in the program." The question was an elective question. Fifty reflective responses were given to the question. These responses underwent content analysis and the results are presented below.

Findings

Quantitative findings

Analysis of the responses to the first part of the questionnaire appear below in Table 1.

Table 1: Differences in grades for questionnaire statements by groups and results of different tests

	School teachers (N=49)		Trainee school teachers (N=33)		Kindergarten teachers (N=18)		Trainee kindergarten teachers (N=17)		
Statement	M	SD	M	SD	M	SD	M	SD	F
From the first day of the practicum the trainee-teacher is presented as a second teacher in the class	3.86	1.16	3.55	1.60	3.78	1.40	2.76	1.35	2.85*
The trainee-teacher is an integral part of	3.57	1.29	3.03	1.63	4.22	1.26	3.94	1.14	3.47*

the school staff									
The trainee-teacher is seen as an equal teacher by the pupils	3.45	1.10	3.27	1.51	3.78	1.40	3.59	1.06	0.67
The trainee-teacher wants and expresses interest in participating in as many learning opportunities as possible	3.22	1.36	3.91	.84	3.72	1.36	4.24	.90	4.11**
I allow and encourage the trainee-teacher to take part in as many teaching opportunities as possible	4.20	.89	3.70	1.40	4.61	.61	4.06	1.20	3.07*

*p<0.05 ** p<0.01

Analysis of the data shown in Table 1 yielded the following findings: it was found that according to the trainer-teachers, the trainee was already seen as a second teacher in the classroom from the first day of the practicum. This group received the highest grades for this statement, while the trainee-teachers in the kindergartens gave the lowest grades. The difference between them was significant.

It was found in the field of early childhood that the trainee-teachers reported that they felt they were an integral part of the kindergarten in a more significant way than did the trainee-teachers in the schools.

It was also found that there was a gap between the way in which the trainee-teachers perceived themselves as the second teacher in co-teaching, and the perceptions of the trainer-teachers in the schools and kindergartens. The trainee-teachers assess themselves as equals more than do the trainer-teachers in schools and kindergartens. In contrast, the trainer-teachers assess the trainees as those who are still undergoing a training process and are not yet equal to them as a second teacher in the classroom.

The reports of the trainee-teachers in the kindergartens express significantly more interest in participating in as many learning opportunities as possible in contrast to reports by the school teachers concerning the low desire of their trainee-teachers to take part and participate.

It was found that the kindergarten teachers enabled and encouraged their trainee-teachers to take part in as many teaching opportunities as possible

significantly more than was described by the trainees in the schools concerning the encouragement that they received from their trainer-teachers to participate in teaching activities.

The meaning of these findings from the quantitative part of the research are analyzed below in the Discussion and Conclusions.

Qualitative findings from the open-ended question

In this part, the responses underwent content analysis that relied on an approach bridging formal statistics and qualitative analysis of the materials (Bauer & Gaskel, 2011). The content analysis process necessitates the construction of a system of categories, created through a search for dominant components, from extant theory and the studied materials (Sabar Ben-Yehoshua, 1990). The goal of this technique was to deduce conclusions from the written texts in the context of the quantitative findings presented above.

The statements were read several times, marked and encoded. At the first stage an initial division was performed between statements with a positive character and those with a negative character: all the statements were divided into two groups: those that described very high levels of satisfaction and those that described low levels of satisfaction or negative consideration concerning co-teaching. This division characterized all four groups that were sampled – school teachers and kindergarten teachers acting as trainers and trainee teachers performing practicum in schools and kindergartens. In this analysis two groups were defined for comparison, namely the "trainers" and the "trainees".

At the second stage statements were identified, which expressed dominant repetitive subject categories. The subjects that emerged represented certain aspects that were likely to clarify the main research questions, to give reasoned verbal expression from a personal viewpoint and the reasons for satisfaction or lack of satisfaction concerning co-teaching and the approach of "two teachers in the classroom". The main categories identified in the analysis of the responses to the open-ended question were: personal qualities (of the trainer or trainee-teachers), extent of cooperation, training and motivation.

Table 2. Main (positive and negative) categories emerging from the responses to the open-ended question (trainer and trainee-teachers).

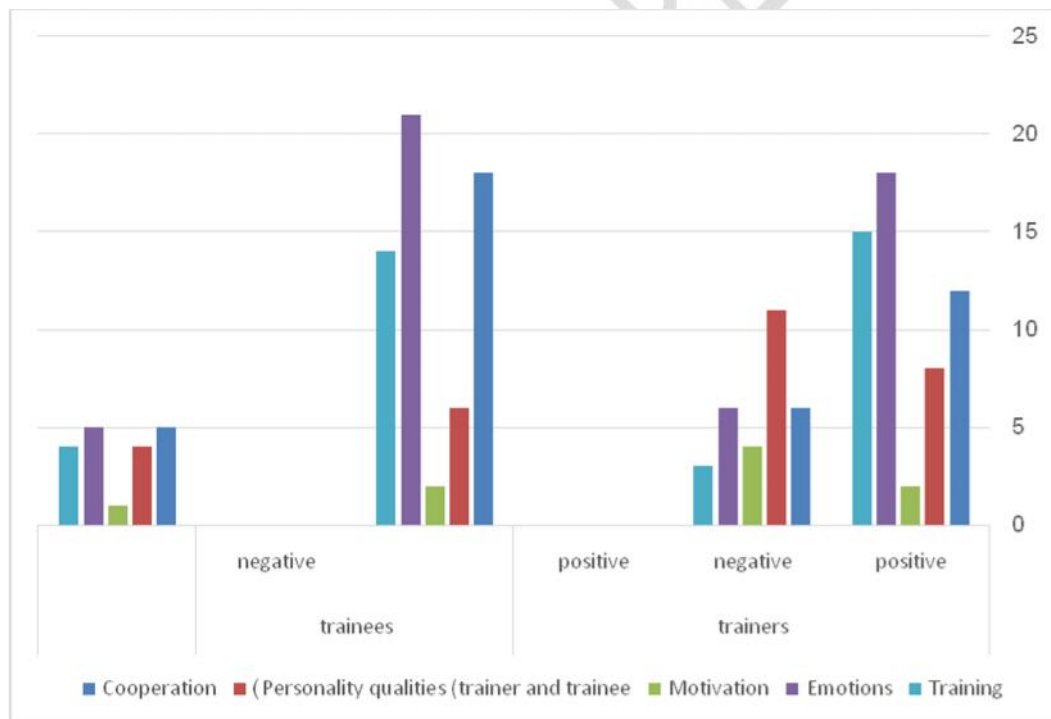| Category/number of statements	School and kindergarten teachers		Trainee-teachers in schools and kindergartens	
	Positive	Negative	Positive	Negative
Cooperation	12	6	18	5
Personal qualities (trainer and trainee)	8	11	6	4
Motivation	2	4	2	1
Emotions	18	6	21	5
Training	15	3	14	4

Figure 1. Segmentation of main content categories for trainers and trainees (positive and negative)

Analysis of the responses to the open-ended question that asked the respondents about their personal feelings as co-teachers (trainers and trainees) yielded several main findings:

Only approximately 40% of the research participants actually answered the open-ended question in contrast to the large response rate (125 respondents) to the closed-ended questions on a 5-point Likert scale. Among those who answered the open-ended question it was clear that both the trainer-teachers and their trainee-teachers saw the positive aspect of cooperation involved in co-teaching. In contrast, the trainer-teachers in the schools and kindergartens (more than the trainee-teachers in schools and kindergartens) noted the lack of the trainees' motivation as a negative aspect. This finding echoed the findings from the closed-ended questions as noted above.

Different emotional aspects were noted very noticeably at the two extremes both by the trainer-teachers and their trainees. This indicates the central position held by emotions in the training and teaching processes. This finding shows that the trainer-trainee relationship has a significant emotional element.

Significant categories that were indicated by the respondents included: co-teaching teaching methods, collaboration, suitable pedagogic instruction and training for the trainer-teachers, which was allocated the second highest grade, after the different emotional aspects.

In contrast, the issues of motivation received little consideration, either positive or negative, from either the trainers or the trainees. In this context, it was found that the teachers expressed high levels of criticism concerning the trainees' level of motivation and lack of sufficient investment in their work.

Although the open-ended question aimed to clarify the respondents' feelings and thoughts concerning cooperation in co-teaching, most of the respondents' answers included various emotional components, and strong consideration of the trainer's and of the trainee's personality qualities (positive and negative). However, the trainers expressed more (negative) criticism concerning the qualities of the trainees.

Additionally, there were two statements, which stood out in that they were exceptional and extraordinary in length, in the variety and multiplicity of subjects that

they attempted to emphasize (far beyond what they were asked in the question), characterized by sharp criticism and a writing style that expressed various extreme feelings, emotions and thoughts that were not typical for most of the respondents. We believe that these were exceptional cases, which tried to transmit a message due to particular personal difficulties that did not characterize the rest of the sample.

Discussion, summary and conclusions

This section analyzes the main findings in line with and in order to respond to the research questions presented at the beginning of this article.

Research Question 1 asked "Do the trainer-teachers and trainee-teachers participating in the Academia Class program perceive the integration of the trainee-teachers as a second teacher or secondary teacher in the classroom?

Analysis and processing of the quantitative data found that according to the trainer-teachers in schools, their trainees were seen from the first day of their practicum, immediately after beginning their time in school as a second teacher in the classroom. In contrast reports from the trainee kindergarten teachers, studying early childhood education indicated significantly that they were not often seen as a second kindergarten teacher when they began to work in the kindergartens at the beginning of the academic year. It is our understanding that this evident gap may be the result of two reasons: organizational practices and the character of the work.

From the organizational viewpoint: within the frame of the Academia Class program there were schools, which were well organized and prepared themselves optimally for the absorption of the trainee-teachers. In each school a mediator was appointed, whose role was *inter alia* to help the trainee-teachers to integrate within the school staff and expose them to the school's organizational culture. For example: trainee-teachers were invited to meetings and evaluation days, they were presented to the whole staff and to the pupils as the "second teacher" in the class. Other studies have indicated that to ensure that trainee-teachers can be perceived as the second teacher in the class and as a member of the teaching staff, they should be presented as such before the school community. The trainee-teacher's active participation, together with the provision of varied teaching opportunities by the trainer-teacher, help to strengthen this image. Beninghof (2016) opposed the attempt to create a unified image of "two teachers working together". He believed that it is more profitable to speak about two teachers, with different characteristics, abilities and strengths before the pupils. He argued that the ability for co-teaching should be based on discourse that

emphasizes the differences between the teachers. Friend (2015) supported this approach. In the practicum experience of the Academia Class program some schools even appointed private spaces or a desk for the trainee-teachers in the teachers' lounge giving them a symbolic presence within the staff and a sense that they were "equal teachers". This feeling gave them a good start and a sense of containment within the school staff (Boreen, Johnson, Niday, & Potts, 2003; Lai, 2005; Rajuan, Beijaard, & Verloop, 2008).

In contrast, in the simpler organizational setup of a kindergarten, the kindergarten teacher is also the person who manages the kindergarten, including the staff and the person who "mediates" the program and provides pedagogic support for the trainee-teacher. In the small kindergarten staff (usually one or two assistants) there is more of a family atmosphere and less room for formality including the definition of the trainee-teacher before the children as the "second teacher". In terms of the character of work in the kindergarten, young children of kindergarten age are less aware of the distinctions between the different adult roles: kindergarten teacher, assistant, trainee-teacher or any other figure involved in the kindergarten staff.

In our previous research (Nissim & Naifeld, 2018; Naifeld &Nissim, 2019),the character of the work shared between the kindergarten trainer-teacher and the trainee-teacher working as co-teachers was found to have a clearer synergetic character with a high level of collaboration and various shared teaching practices. We believe that in light of all that emerged from this study there is no need to present the kindergarten trainee-teachers as second teachers in an artificial manner, rather there is an expectation that this will happen as a result of the special dynamics of the kindergarten environment and the closer relationship between the trainer kindergarten teacher and the trainee-teacher in the kindergarten. However, with regard to the question in which the respondents were asked to assess the extent to which the trainee-teacher was seen as a second teacher in the class by the pupils, it was found that there was a gap between the way in which the trainees saw themselves as the second teacher in the co-teaching and the teachers' and kindergarten teachers' perceptions of the trainees. It seems that the trainee-teachers saw themselves as equal to the trainer-teachers, possibly because of the good relations that were created between them and their sense of participation (Carl, Herman & Harris, 2005), while the trainer-teachers assessed that the trainee-teachers were still undergoing a training process and so could not be equal to them as the second teacher in the class.

These conclusions are reinforced by an additional statistical test that found that in the kindergarten, the kindergarten teachers see the trainee-teachers as an integral part of the kindergarten in comparison to the trainees in the schools who reported less of a sense that they were a structured part of school life. This finding contradicts the public presentation of these trainee-teachers at the beginning of the school year as the second teacher in the class. It therefore seems that despite this public presentation and the good feeling that it provides, in practice, over the year the trainee-teachers in school feel that they are not second teachers, rather they are secondary teachers or at the very least practicing teaching as part of a clinical training process within their studies, i.e. "just students". This resembles the situation in the traditional models of teacher practicum, which set a clear hierarchy between the trainer-teacher and the trainee-teacher (Alyan & Daniel-Saad, 2013; Lahavi, 2010).

The gap described here represents an initial feeling of semi-euphoria on receiving the trainee-teacher at the beginning of the year, but in the real test of time as the year advances these feelings are eroded in some of the described cases. In contrast, the research findings show that in the kindergarten there does not seem to have been any "official presentation" of the trainee-teachers as kindergarten teachers but a synergetic relationship gradually grows and strengthens over the year (Nissim & Naifeld, 2018).

The qualitative content analysis also revealed this gap. This perception can be seen in the following statements by the trainee-teachers in comparison to the trainer-teachers: "an amazing feeling. I am developing and learning and especially enjoy being with the pupils". Or another respondent who noted: "I feel that I am a colleague of the other teachers who are teaching me, and I am together with them, and I feel and acknowledge the responsibility imposed on me. I come from the start with the aim of reaching as many children as possible in the class. The work as a co-teacher necessitates cooperation from the stages of planning the units or lessons and up to the construction of small groups for work including shared decision-making."

The statement of a trainer-teacher was more concrete: "Personally, I believe strongly in co-teaching. The teacher improves their teaching and learning processes because there is a colleague learning strategies from them. Also, co-teaching provides opportunities to reach each pupil if possible."

Research Question 2 asked: What are the common motivations (trainer/trainee) for meaningful/OR active involvement of the trainee in the teaching?

Analysis of the findings indicated that the trainee-teachers in the kindergartens reported that they had stronger motivation to participate in an as many learning opportunities as possible, in a more significant manner than the school trainer-teachers .This finding was in line with data reporting that the kindergarten teachers permitted and encouraged the trainee-teachers to take part in as many learning and teaching opportunities as possible in a more significant way that reported by the trainees working in schools. Thus, the gap between the approach of the trainer kindergarten teachers and the trainer school teachers is reaffirmed. It seems that the reasons for this stem from the different character of the two types of institutions and their different educational work. The school teachers belong to a more stratified and complex organization. The school includes evaluation systems and goal-orientated professionals, colleagues and principals within a system of demands and expectations so that teachers are anxious and rarely delegate their control of teaching to the hands of a young trainee-teacher lacking experience and knowledge, at the beginning of their professional career. In contrast, various possibilities are open to the kindergarten teacher in a learning environment that facilitates more varied experimentation, without the pressures of goal-orientation and evaluation (Ministry of Education, 2010).This allows co-teaching to be carried out in a more comfortable way and the transfer of leadership to the trainee-teacher without such anxiety.

In the qualitative part, we saw that the issues of motivation received little positive or negative consideration from the viewpoint of either the trainer or trainee-teachers. In this context, it was found that the trainer-teachers expressed much criticism concerning the trainee-teachers, their low level of motivation and lack of sufficient investment in their work. A gap was found between the expectations of the trainer-teacher regarding the quality of the trainees and their motivation to invest in their training and the trainees' own self-evaluation (over-evaluation). The quantitative findings completely echoed the verbal qualitative findings.

Research Question 3 asked: What are the feelings, emotions and thoughts of the trainer-teachers and trainee-teachers regarding the manner of their assimilation in co-teaching?

Analysis of the responses allowed two obvious trends to be identified: positive consideration describing collaborations and implementation of co-teaching on the one hand, but also trainer-teachers who pointed up trainees' lack of motivation that harmed the implementation of co-teaching on the other hand.

With regard to feelings, a very broad range of positive and negative feelings was revealed by the respondents. Although only 50 of the 125 respondents chose to answer the open-ended question, it seems that the voices which were expressed in response to this question were the voices of those who had a definitive opinion, either positive or negative and felt that it was important for them to express it. We believe we should consider this limitation of the research and use the data as the description of a phenomenon, enriching the other data that were obtained, as a trend or focus and did not consider these data as characterizing the majority of respondents or having a particular significance. However, with regard to the content of this data, several dominant categories emerged the quality of personalities, collaborations, coordination of expectations, adequate training, and personal motivation, various feelings and emotions. Most of the considerations were subjective and these were detailed in the findings table.

It was clear from the generality of the analysis that the human encounter, face-to-face, had a maximal weight in determining the quality of feelings, emotions, motivation and optimal training. When the trainee-teacher feels that their emotions are contained, and that they are equal participants, this increases their motivation to try to undergo different experiences and influences their perceptions of the practicum (Boreen, Johnson, Niday & Potts, 2003).

A large proportion of these feelings are founded on the way in which the trainer-teacher in the school or kindergarten perceives the trainee-teacher and their personality and vice-versa. Thus, the encounter between the image of the trainer-teacher with the image of the trainee-teacher has a major influence on the extent of their satisfaction, feelings, character of the co-teaching and its success or failure and the trainee's motivation and feeling that they are a second or secondary teacher.

Additionally, several statements were voiced that described further aspects such as adequate training, and coordination of appropriate expectations that the respondents felt it was important to note as influences on their sense of equality or lack of equality in co-teaching between the trainer and trainee-teachers.

To summarize: we found that in the schools despite the initial feelings of equality at the beginning of the year, the trainee-teachers were eventually seen as secondary student-teachers rather than as second teachers. Optimal absorption and high-quality training are founded on a broad range of practices that provide the

trainee-teachers with real opportunities to feel that they are indeed the second teacher and not just an apprentice, or secondary assistant staff.

In contrast, in the kindergartens the trainee-teachers were not presented with declarative statements as the second kindergarten teacher, but they were able to feel that they were fully equal partners in the pedagogic work together with the trainer kindergarten teacher.

Another dimension of the research that emerged from the qualitative part clarifies the issue of the feelings and emotions, indicating that the respondents' subjective interpersonal interactions influenced their different feelings, so that the situations become more complex and multi-layered.

Recommendations

- Prior significant preparation is needed before the absorption of the trainee-teacher in the schools and kindergartens at the beginning of the year. The trainer-teachers in schools and kindergartens should present the trainee-teacher before the class as trainee-teachers undergoing practical training experience and less as "second teachers" in the class.

- A "protocol" should be composed for the absorption of trainee-teachers undergoing practicum in the schools and kindergartens. According to this document, each of those involved in the process (trainer-teacher/trainee-teacher/manager or principal/pupil) should know how their role is defined, what is expected from them. This should provide more structure to the process and prevent unnecessary misunderstandings.

- Trainer-teachers in the schools and kindergartens working in the program should be trained in order to comply with the depth and complexity of their task. It is suggested that broader courses should be performed for the two participants together (trainer and trainee teachers).

- It is important to decide beforehand whether the trainee-teacher is indeed a second teacher or fills a secondary role as a student-teacher.

- When selecting the trainer teachers in schools and kindergartens, emphasis should be given to professional abilities and especially choosing a personality suitable to instruct a trainee-teacher.

- Despite the positive results found for the trainee teachers' training processes in early childhood settings, we believe that there is room to improve the

techniques for the absorption and clear definition of the presence of trainee-teachersin the kindergarten, as second teachers. This will clearly determine their status and empower it for the benefit of the pupils, the trainees and the kindergarten staff in a more formal-organizational manner

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