

## Abstract

### The purpose of the study

Comparative studies have been conducted to examine the success in teaching among teachers with a teaching qualification and among people without a teaching qualification (Suratman et al., 2020; Tjabolo, 2020). These focused mainly on substitutes who were recruited, without strict selection, in a situation of manpower shortage constraints. Those with proven personal skills, who were not qualified to teach, were not tested.

The purpose of the study is to examine the possibility of success in the teaching of those with high personal skills who were not trained for teaching. In light of the procedure that prohibits their employment in teaching, it is not possible to conduct a comparative empirical test of the two groups. The research question will be examined from the point of view of outstanding teachers who were qualified for teaching.

### Literature summary

Many studies link teacher training and teaching success in the context of achievements in core subjects and teacher motivation (Cavalluzzo et al., 2014; Cowan & Goldhaber, 2018; Suratman et al., 2020; Cowan & Goldhaber, 2016).

Alongside studies that attribute to teacher training is a significant contribution to student achievement (Cavalluzzo et al., 2014; Atteberry, Loeb, & Wyckoff, 2015; Rolof et al., 2020), there are studies that indicate a limited contribution (Goldhaber & Cowan, 2014; Ludlow, 2013). Two main approaches to teacher certification are reported in the literature: the first - professionalization, which combines pre-service training and in-service empowerment (Zuzovsky & Donitsa-Schmidt, 2017; Amadi, 2013), and the second is in-service training - and to a lesser extent pre-service training (Zuzovsky & Donitsa-Schmidt, 2017; Amadi, 2013).

Alongside studies that support the optimal effectiveness of traditional pre-service training. (Cavalluzzo et al., 2014; Cowan & Goldhaber, 2018; Suratman et al., 2020; Cowan & Goldhaber, 2016), some studies report that in-service training does not fall in its results, at least in some cases (Shuls and Trivit, 2015; Karen, 2020; Bowen, 2013).

The purpose of the study is to compare the effectiveness of the two training methods among teachers in Israel. The comparison of the different models is made possible through professional standards for teachers as a basis for entry into the world of teaching and success in it. The standards include unique professional knowledge, such as responsibility, service provision, teacher autonomy, didactic and pedagogical training and education, ethics and code of conduct, belonging to a professional organization, the teacher's commitment to the organization, and remuneration and prestige.

### The research method

Outstanding teachers were interviewed about the contribution of the training, in two models, to succeed in the profession. They were asked about the relative contribution of personal-personality characteristics, academic disciplinary knowledge in the teaching professions and studies in teacher training institutions to success in teaching. They were also asked about the potential of integrating unqualified teachers with high qualifications for success in teaching.

### Study population

Fifteen teachers with an academic degree and certification from a recognized training institution, along with a minimum experience of 5 years in teaching. They taught in elementary schools with a socioeconomic population ranging from low to high, about a third from the low, about a third from the middle and the rest from the high. The teachers taught in schools in different parts of the country. All were recognized as outstanding, according to agreed and public criteria.

### Findings

The vast majority of the interviewees do not agree with the standards of success in teaching adopted by the Ministry of Education, especially with the relative weight of the various standards. The parameters to which the interviewees attach central importance are the creation of an optimal emotional support environment for the child, since the teachers are a significant figure for the student and gaining their trust.

As for the factors influencing excellence in teaching, the personal qualities and personality were classified as having the greatest influence. The pre-service training was rated as having a low weight in contributing to their excellence. The overwhelming majority of interviewees support the hiring of teachers with high personality skills, even if they are not qualified.