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Qualitative Study of Kindergarten Teacher–Superintendent Interactions: Symbolic Interaction Analysis

Original Paper | Published: 27 October 2023
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Abstract

This paper presents a qualitative study of the interactions between public kindergarten teachers and their superintendents, using the symbolic interaction theoretical framework. The purpose of the study was to gain insight into the meaning-making processes and social dynamics that occur in these interactions, specifically monitoring ones. The study is based on interviews with 24 kindergarten teachers in Israel. The data were analyzed using a thematic analysis approach that focused on identifying the key themes and patterns in the participants’ experiences and perspectives. The findings reveal two key themes that emerged from the interactions between kindergarten teachers and superintendents: the centrality of visibility, with teachers expressing a desire to be seen by superintendents, and the significant effect that the superintendents’ visits to kindergartens had on the teachers’ experiences and practices. Teachers regarded the visits as opportunities to showcase their skills and achievements, but the visits also generated anxiety and pressure to perform well. The study offers insights into the nature of the teacher–superintendent



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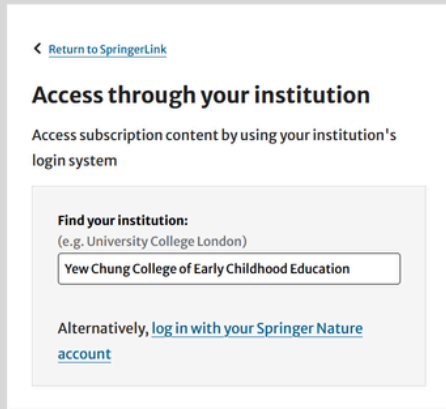
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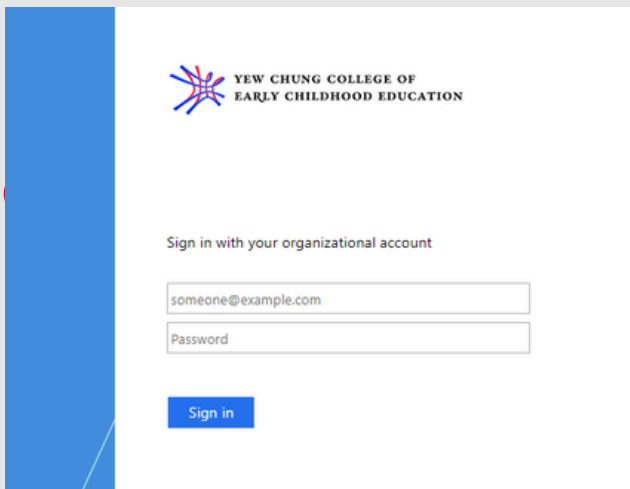
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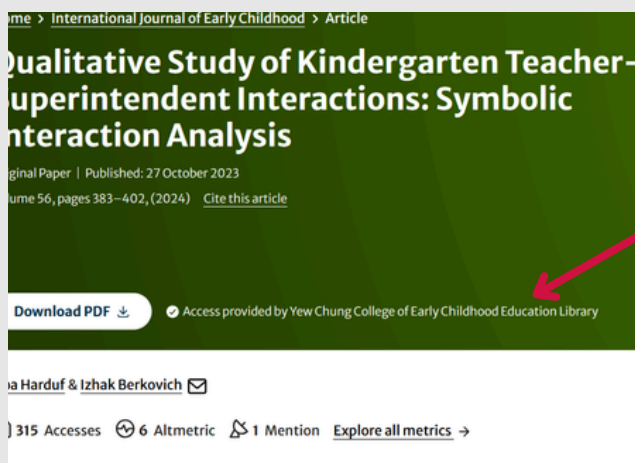
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