

An illustration of the emergence of categories grounded in research data, based on the constant comparative method of thematic analysis.

Table 1: Phone interview (8.12.09) with Rav T. (pseudonym: Sason), illustrating the initial steps of the thematic analysis: locating units of meaning, initial coding, and creating provisional categories.

Main segments of interview	Initial coding	Provisional category
R: Shalom. My name is Rachel Haller from the Enrichment Center... You wrote in the questionnaire that it is o.k. to call you for an interview so I called.		
T: Yes		
R:The... Foundation which helped to build the place wants ... to know...		
T: Why did you call me?		
R: I randomly call according to the questionnaires		
T: O.k. happily... if you think I can help		
R:Yes, for sure, I think if you can tell me what's your impression, what was good what do you think needs to be added		
T: The truth is, what I wrote in the questionnaire that was half a minute, I could have written for an hour.		
R: Aha, you had a lot to say.		
T: yes		
R: And there was no time?		
T: Yes I personally specialize as a counselor in child development	The field in which the degree was earned	Teachers' studies Academic studies
R: Aha, that's nice. So you could look at the place through more professional eyes.		
T: Yes I saw the place and I was impressed.		
R: With what ?		
T: The thing itself is a very nice idea. Something needed... Once a week, a child should come to the Center and unwind in a directed way. In the trampolines one can go wild. In a supervised fashion ... It's also learning...	Joy in one's self: Unwinding Going wild .	Teachers' perception: self construal
R: For example?		
T: If the place was bigger, it would have been more beneficial		
R: You felt it was small?		
T: Yes, you feel it's small. Some say it's good that it's small. A child feels goof no matter what	Joy in one's self: Feeling good	Teachers' perception: self construal

Let them release [energy] that's the main thing.	Joy in one's self: Emotional release	Teachers' perception: self construal
But I think, it would be good, I think, if they will slightly vary occasionally.		
R: You were there more than once?		
T: I was there twice		
R: And the program was the same?		
T: Exactly the same.... The same idea.		
Now, in gymboree... yes the gymboree... it was again gross motor, spatial orientation	Familiarity with sensory motor terminology	Teachers' concern for children's sensory motor development
The drama was something really serious...		
R: Yes?		
T: I saw a child that entered ... [introverted] and he really opened up... as if he was by a doctor and received some treatment .. you know... half an hour treatment and he came out blossoming He bloomed	Joy in one's self: Opening up Emotional treatment Blossoming Blooming	Teachers' perception: self construal
R: You really saw it?		
T: Yes, children who were closed and had all kinds of stress and... fears'...., [but at the Center], they were peaceful and relaxed...	Joy in one's self: Relaxation	Teachers' perception: self construal
R: You saw it?		
T: Yes... you don't need much to understand what is happening. I teach (educate) 11 year and not that it is important but I have a master degree in education. A real one not equivalent	The degree earned	Teachers' studies. Academic studies
R: Which is very exceptional, right? ...		
T: I personally was insistent about it and I studied in (name of institution).	Attitude towards studies Place of study	Teachers' studies Academic studies
R: They have a Masters in...?		
T: Only bachelor. The masters I did in ... Not so Haredi	Place of study	Teachers' studies Academic studies
R: Where?		
T: There are several places...		
R: That's nice		
T: This is something that adds, and the children gain confidence... in drama.... I saw how children simply let out [expressed] everything they had. They felt secure.	Joy in one's self: Confidence security	Teachers' perception: self construal
R: You learnt something new... that you didn't know before?		
T: Yes. In the Center, we learnt about children. First, in the classroom ...as a teacher.. so you have the tools... but it is	Uniqueness: Observation	Teachers' perception: self construal

not tangible, not concrete. A child that comes all of a sudden.		
I saw a child, came to him, I said to him: I see that you like to play a lot and to jump, ball basketball	Uniqueness: Unique interest Observing children to learn their interests	Teachers' perception: self construal
So he told me: the Rav, I play the whole time at home. I have a basketball. Because I saw that in the gymboree he cooperated in the other things, weak... I saw a child that in drama performs... I ask him at home you also take all the blankets, all the hates and put up a whole performance, it's the same at home	Uniqueness: Unique interest Observing children to learn their interests	Teachers' perception: self construal
R: That's interesting		
T: Whatever he connects to at home. In the class he is not always able to bring it out... in a place like this (the Center), you simply see it, it becomes sort of, like, without paying attention. It becomes like, sort of associative	Uniqueness: Unique interest Observing children to learn their interests	Teachers' perception: self construal
R: Spontaneous, sort of by itself		
T: Yes, yes		
R: Aha,		
T: It helps me to know what tools I can use with the child. I had a very mischievous and naughty boy and [at the Center] I saw that... the dough... attracted him. When I sat and talked to him, I saw that at home he loves to help his mother with the <i>challot</i> [special bread that is baked for the Sabbath], so I started to think 'how could I use that to help a child who can't sit still in class'.	Uniqueness: Unique interest Observing children to learn their interests	Teachers' perception: self construal
R:Aha.		
T: [Previously] I used to send him to go round the building twice... every once in a while I gave him errands... [but now, I have an additional tool], during recess I let him help our cook prepare lunch... then he feels at home. I discovered it there through, it is simply a wonder, I tell you, at 12:00 o'clock he knows he has a job.	Uniqueness: Unique interest Harnessing the uniqueness to engage the child in kindergarten	Teachers' perception: self construal
R: And if you wouldn't have seen him there you wouldn't have known?		
T: I would have worked with him in other ways. But what caught my attention differently. I saw that he asked to skip a room, he asked to even skip the trampoline, to skip and go again to [work with] the dough.	Uniqueness: Unique interest. Observing children to learn their interests	Teachers' perception: self construal
R: Really? He wanted to be there twice?		

T: That's what attracted my attention. I understood that this kid has some job [at home]. I talked to him. I understood from his mother that in the afternoon she prepares dough and lets him play with it the whole time on the table. Now he is connected to it. We saw it [in the Center] through, and there were a few more things we really discovered there, nice things.	Uniqueness: Unique interest. Observing children to learn their interests	Teachers' perception: self construal
R: So you actually used the place.... For observing actually.		.
T: Yes. I was there with a pen and paper. I wrote for myself a lot, a lot of things every child, I wrote on him a whole <i>megila</i> [lengthy scroll]. I tell you now on one foot (briefly), but I wrote there on at least 17 children out of 25	Uniqueness: Observing for uniqueness. Place of observation Scope of observation Length of observation manner of observation	Teachers' perception: self construal
R: So you were busy the whole time you were there		
T: no, I was with them the whole time and also writing. I can talk to a child and write. It's a habit		
R: Nice, so actually what you are saying.. so actually what are your educational aspirations... with the children?		
T: our educational aspirations?		
How to make the lesson experiential, in an experiential way, that a child should enjoy to learn, to understand.	1.Joy in learning Torah 2 Joy in learning	1.Teachers' concern for children's spirituality 2.Teachers' perception: self construal
We bring, that the Torah should be loved by them. They enjoy every new understanding. They enjoy everything we teach. That Torah is sweet.	1.Joy in learning Torah 2 Joy in learning	1.Teachers' concern for children's spirituality 2. Teachers' perception: self construal
R: Very nice... and what do you do with pupils who find this level of learning difficult, or maybe you don't have?		
T: That's the idea. Also learning disabilities [sensory motor]. Again you evaluate, and see and observe the child and we see. 'Right away, from the beginning of the year' work correctly with the child and we see right away what is the problem and we have the tools to see what is the difficulty with the	Observations Evaluations Defining difficulties Remedial- teaching	Teachers' concern for children's cognitive/ sensory motor development

reading, what is the difficulty with writing, and we know all that		
R: From observation?		
T: Not only from observation. We have the tools. I already know		
In a year we will finish [the course]. I already finished child development and active play ground	Content of study	Teachers' studies (In service training)
R: Is it a three years course?		
T: It's already three-year	Duration of study	Teachers' studies (In service training)
Yes, yes intensive studies	Quality/ intensity of studies	Teachers' studies (In service training)
R: Once a week?		
T: No twice a month ... it is studies for six hours straight	Duration of study	Teachers' studies (In service training)
R: I understand		
T: Studies, no playing around... it is not... you study and take tests	Quality/ intensity of studies	Teachers studies (In service training)
R: I understand		
T: And a test is a test	Quality/ intensity of studies	Teachers' studies (In service training)
Child development, sensory motor, early childhood, learning disabilities, remedial teaching.	Content of study	Teachers' studies (In service training)
As a teacher, that really develops [you]	Attitude towards studies	Teachers' studies (In service training)
R: So you actually work also with the young ones?		
T: I'm mainly with the young ones. This is my specialty, early childhood	The field/ degree earned	Teachers' studies (In service training)
R: That's nice. This is first grade, I presume.		
T: Yes, yes		
R: That's nice. So [you told me] that you know how to evaluate, and that children are receiving help. Is there a remedial teacher or it's the teachers themselves?		
T: By us, there is remedial teaching. This is something I introduced six years ago	Remedial teaching	Teachers' concern for children's cognitive development
R: Very important		
T: This is something I introduced. I brought it in and all sorts of other things: work sheets to practice at home, how to discover week children in the classroom. I have all sorts of things.	Screening for difficulties	Teachers' concern for children's cognitive development
R: That's very nice. So really thank you. You really enriched me. It was really interesting.		
T: Yes, usually I don't have time to talk, and today there was a day that by chance...		
R: We were lucky. Thank you		

T: what your name [again]?		
R: My name is Rachel Haller. I teach in the ... seminary, and here I follow what is happening in the Center. I try to learn about it. Thank you.		

Table 2: An illustration of the initial organization of one provisional category: Teachers' studies.

Academic studies		In service training				
Degree earned	Attitude towards study	Place of study	Duration of study	Quality/intensity of study	Content of studies	Attitude towards studies
But, I have a master degree in education. A real one not equivalent	I personally was insistent about it	I studied in (name of institution).	It's already three-year	Studies, no playing around... it is not.. you study and take tests	I already finished child development and active play ground Sensory motor	as a teacher, that really develops you
		Only bachelor. The masters I did in (name of institution)	No, twice a month ... it is studies for six hours straight	No playing around. A test is a test	Learning disabilities	
		Not so Haredi			Remedial teaching	

Table 3: An illustration of the provisional categories that emerged from the interview with Rav T. (Sason), and the units of meaning included in each category

Category A. Teachers' studies	
A.1 Academic studies	A.2 In service training
Field of study	Duration of study
The degree earned	Quality/ intensity of study
Place of study	Content of study
Attitude towards study	Attitude towards study

Category B. Teachers' perception of self construal			
B.1 Joy in one's self	B.2 Uniqueness of each child		
Unwinding	Teachers' perceptions	Teachers' actions	
Going wild	Unique interests	Conducting Observations	Harnessing the uniqueness
Feeling good		Scope of observation	
Opening up		Length of observation	
Blossoming		Content of observation	
Emotional release		Manner of observation	
Blooming			
Relaxation			
Confidence			
Security			
Emotional treatment			

Category C. Teachers' concern for children's sensory motor development/ cognitive development	
Screening for difficulties	
Observation	
Defining difficulties	
Remedial teaching	

Category D. Teachers' concern for children's spiritual needs	
Joy in learning Torah	