Contributing to a Conflict Management Workshop and Developing Conflict Management Skills Among Teachers

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Abstract

This qualitative article presents the contribution of a conflict management workshop to the development of conflict management skills among teachers. The main point of the article is the analysis of the main themes raised by the participants during the sessions concerning Team strategies: group dynamics, teamwork, and asking questions and Oral language strategies: use of therapeutic cards and intuitive writing.

In addition, the presentations of the article will emerge from the open questions in the interview conducted with the participants at the end of the process.

This article presents the qualitative part of the study. The study was attended by 100 teachers who participated in a conflict management workshop of 10 sessions lasting two hours each. In the workshop, the participants experienced different artistic tools and strategies for conflict management, different from those used in the workplace.

The workshop is based on the ABC model developed by psychologist Albert Ellis. At the end of the workshop, a personal interview was conducted with half of the participants to check the extent of the impact of the use of the tools to which the participants were exposed in the workshop. Some of the questions that were asked were open questions and in some of them, they had to mark the degree of influence of the tool or their satisfaction from using it from 1-10.

From the transcripts written by the group leader at the end of each session and the interviews conducted with the participants at the end of the workshop, several key themes were collected: Empathy and identification, change in response following the workshop, the tools received from the workshop, A different morning routine, use of music and videos as part of the lesson, blurring the boundaries between home and work, the ability to help In colleagues for joint thinking, counseling and social support, the ability to manage conflicts as improving the teacher's professionalism, minimizing burnout and anxiety at work, increasing motivation and job satisfaction.

Referring to the transcripts of the meetings, it appears that there has been a change in the way the teachers work, who have chosen to include in their work routine the use of tools and strategies to which they were exposed in the workshop. From the transcripts, it appears that there has been an improvement in the way the participants relate to conflict management in their immediate social and educational environment. The participants showed more openness, listening, and empathy for others.

The article presents a relationship between the way conflict managed and the use of social-emotional learning in reference to the degree of influence of the emotional intelligence level of the participants.

The use of a variety of practical tools that combine different arts and therapy, and therapeutic approaches allows each person, from all visitors to the educational institution (educational staff,

students and parents) to look from a distance and from a new and different perspective. On the difficulties to reach creative and innovative solutions and even create them themselves.

Keywords: Conflict management, Social-Emotional Learning, Emotional Intelligence, Personal and Professional Development.

1. Introduction

Conflicts are part of our daily life and can be encountered in diverse ways and types. In recent years, the issue of conflict has arisen in the public, cultural, and educational discourse as an opportunity for growth, development, and learning about oneself and others, alongside the possibility of changing and expanding a variety of options for action and response (Magen–Nagar & Steinberg, 2016).

In the professional literature, there has been a discussion for years trying to determine whether emotional intelligence is an innate trait or an acquired ability. Those who see it as an innate trait argue that it should be measured as other personality traits are measured by self-report questionnaires. It cannot be learned or developed. It is possible to identify it in a person, bring it to awareness, and thus strengthen it, which can cause a person to have a higher sense of self-efficacy and thus affect his functioning. Those who claim that emotional intelligence is an acquired ability say that it can be measured by ability tests and can even be taught and developed in the person (Matthews, Zeidner & Roberts, 2017). When practicing and developing social-emotional learning in the school environment. The research was conducted to find a connection and influence of the learner's social and emotional world on his abilities to study and learn his sense of ability. This is true for adults and young people.

The model was created by the research editor enables the creation of a developing thinking pattern for managing relationships and emotions in a positive way which enables adaptation to new situations, the possibility of working in collaborations, and required skills (Valent & Lourenco, 2020; Parameswaran & Aradhya, 2019).

2. Managing conflicts with SEL and Emotional Intelligence in the educational system

The central argument of this essay is that optimal conflict management takes place in an environment that conducts itself by listening to the emotional intelligence of all parties and that one of the ways of managing conflicts optimally is choosing the use of artistic tools in its management. Conflicts are part of our everyday life and can be encountered in various modes and types, for instance: personal-internal conflicts, between me and myself, and external-interpersonal conflicts, between myself and others. In recent years, the issue of conflict has arisen in the public, cultural, and educational discourse as consistent with an opportunity for growth, development, and learning about myself and others, alongside the possibility for change and expanding a variety of actions and reactions possibilities. Raising this issue to the surface may contribute to professional efficiency, job satisfaction, and perseverance in the profession, as well as the improvement of the sense of belonging to the environment (Magen-Nagar & Steinberg, 2016). The goal in conflict management is to attain a situation in which identifying methodic and constructive thinking requires delayed responses, stopping for multi-spatial observation, of all the parties involved. Things are clear and understood when examining the context for their creation and focusing on a way to create a more pleasant environment. All these make it possible to see the whole picture, thinking that leads to an emotional and intellectual experience, thinking that is directed and aware of the knowledge of the inner world, and an experience of a sense of capability that drives people forward to take personal responsibility for their behavior (Schwartz, 2012).

In the school environment, there is potential for conflicts from various sources, such as: between the teachers, between teachers and parents, teachers and pupils, teachers, and the management, and between the pupils themselves (Batton, 2007). Teachers experience a wide range of emotions with great intensity, and all these affect their welfare, their functioning, motivation, and their approach to conflicts and the way to manage them. Teachers who are aware of their emotions can manage them in class and react appropriately, make effective decisions, maintain high motivation levels, and understand their pupils' emotions. These abilities enable them to understand pupils' feelings, demonstrate empathy, and conduct positive relationships with their pupils, which are of crucial effect to the pupils' academic and social success, as well as to the teachers' welfare (Roffey, 2012). Teachers with a high self-awareness develop a prominent level of emotional and social abilities. They are aware of their emotions and tendencies and know how to moderate and use emotions such as happiness and enthusiasm, and how to motivate themselves and others to learn (Itskowitz & Dolev, 2016; Slovey & Mayer, 1990). They have a realistic understanding of their abilities and are aware of their advantages and disadvantages. In addition, they also have a prominent level of social awareness. They know how their emotional expressions affect their interactions with others. They can create supportive relations through mutual understanding and cooperation, and of negotiating efficiently to find solutions for conflict situations. Teachers with prominent levels of social and emotional abilities know how to control their emotions and behavior even when they are in situations that challenge them emotionally. They can regulate their emotions efficiently, and this enables them to set boundaries and help their pupils attain academic achievements (Zembylas, 2007). On the other hand, teachers' emotional misunderstanding will lead to erroneous reading of the pupils' emotions and behavior, in such a way that may disrupt the essence of learning (Hargreaves, 2001). Teachers who are not emotionally regulated may behave offensively, thus creating a learning environment that compromises the whole learning process. In the absence of social and emotional fitness to manage the challenges in class, teachers are subject to emotional stress that hurts their performance ability and leads to burnout. Burnout constitutes a threat to teacher-pupil relations, class management, and class climate (Stein & Book, 2000).

Over the years, a lot of programs have been developed. Aimed at handling and even preventing discipline problems. Some programs have been developed that focus on solving discipline problems, integrating many approaches. In the behaviorist approach, behavior-shaping programs have been developed, while the psychoanalyst approaches focused on the pupil's awareness of the inner-personal conflict between the need to obey social norms and the impulsive urge, according to Freud. The humanist approaches focused on self-fulfillment tendencies, driving the learner to a multitude of stimuli and to new challenges, based on acceptance and empathy towards the learners. The social approaches stressed the learner's desire to belong to society and contribute to it, through contention that understanding the social goal will help to solve discipline problems. The social learning approach focused on use of the imitation principle for learning self-regulation. The entirety of methods and programs attempt, each in its own way, to touch the subject and help solve discipline problems (Hanukayev, 2021; Segal & Sharoni, 2000).

2.1 The workshop program

A moment of A.B.C –Two People Meeting, a workshop for educators, coaches, and therapists

The workshop about managing conflicts through emotional intelligence and positive thinking with the integration of arts will enable educators, coaches, and therapists to lead groups of pupils and to enable the participants to experience tools and skills that help to create an optimal climate. The program was created to promote and lead to optimal school climate, with affinity to standards set by the Ministry of Education on this subject (Ministry of Education, 2023).

The theory on which the program is based is positive perception of mental health, through an approach of promoting optimality, based on a humanist perception that focuses on personal fulfillment and development in a creative way (Ministry of Education, 2023). The program enables every educator, coach, and therapist to lead and guide ten sessions in such a way that all the class pupils would be involved, divided into groups of six participants. The session in a small and intimate group provides a window of opportunity for deepening the connection and dialogue between the educators and the pupils, between themselves and between the participants in the group, as well as a discourse with the pupils' parents to lead to improvement of the school climate. This enables and encourages development of significant emotional and social learning.

Meaningful learning is a combination of all these. Social and emotional learning complement cognitive learning and advance the learners' personal and social development. Learning and professional development of the educators, coaches, and therapists join these. The participants will go through a similar process of emotional learning and receiving tools for conflict management, which include guidance on how to work in the small group. The workshop participants will receive a booklet with a detailed description of the sessions they could lead with the pupils.

The " Two People Meeting" workshop makes it possible to develop the ability of educators, coaches, and therapists to handle emotional situations in class, in a group, and with individuals, including direct reference to the emotional processes that they go through, such as previous emotional baggage, living up to the professional expectations of them, and the extent of their ability to withstand the pressures of the job. In the workshop, the participants learn the physiological, cognitive, and emotional effects of a conflict with another person. They receive tools for identifying evolutionary elements of a survival nature, activated during or as a response to an event that is experienced as assault, and thus the initial and immediate responses are defensive. Turning the participant's attention and self-

awareness to the emotional experience that he goes through during a conflict necessarily contributes to an adapted and proportional response on his part and helps him to protect himself against emotional burnout (Glaés-Coutts,2019).

The central principle on which the workshop is based is stalling as an alternative to suspending, i.e., stalling on the point of time in which the teacher-pupil conflict or any other conflict between two people is created, and on the emotional experience that the educator goes through at that point of time, as enabling and convening creative ways through artistic tools to prevent escalation in such situations. The sessions in the workshop are an invitation to observe conflict situations and ways of coping with conflicts in creative ways and through observation of the emotional world. In the sessions, the participants enrich their toolbox through a change in their thinking and awareness of their reactions and actions in real time, leading to behavioral change. For instance, the pupil and educator go through parallel processes during a conflict. A pupil may experience insult and respond with anger, the educator may feel under attack and respond through his insult and anger with counter-rage, which he would consider a legitimate response to the child's aggression. When the emotional position from which the educator responds stems from insult and offense, his response will in most cases lead to the escalation of the conflict rather than to resolving it (Korman-Hacohen, 2021).

The research goals:

1. To understand and identify teachers' emotions in times of conflict, focusing on the point of time in which the teacher-pupil conflicts are created, or any other conflict between two people.

2. To instruct teachers on how to cope with conflicts by using artistic tools to prevent escalation in such situations rather than acting impulsively.

3. Method

The qualitative methodology of this study: Training teachers to cope with conflicts using emotional intelligence strategies through artistic tools. Mixed Method research helps to understand how key informants perceive conflict management based on their knowledge and response experience. Qualitative research focuses on acquiring the subjective point as provided by the participants (Camarero-Figuerola, Cebrián-Bernat, Iranzo-García & Tierno García,2022).

The current study is a combined study that uses two types of questionnaires to examine how conflicts are managed among the participants who were evaluated at two time points, at the beginning of the intervention and at the end.

In addition to the questionnaires, during the intervention, data and questions raised by the participants about the use of kinesthetic artistic tools and their contribution to the process and the continuation of the teacher's work were collected.

The integration of the research methods helped the research editor to understand more deeply how the intervention was conducted, and the use of these tools could help in the future in conflict management and response during conflict.

3.1. The research population

The research population included thirty elementary school and Junior High school teachers, who went through a semi-structured interview, 30% men and 70% women, with ages ranging between 25 and 65. The research population is professionally heterogeneous and includes homeroom teachers, professional teachers, coordinators, and vice-principals, who have been working in the educational system for 3-40 years. In this manner, the research results are generalized to widespread educational teams.

The group of teachers who participated in the research went through a process of ten meetings, and 90-minute sessions, which took place at a set time and day. The sessions take place online (through Zoom) or frontally in schools that choose to go through the process.

The teachers who participated in the research enlisted through the schools, using a request to the principals. The school principals and the teachers notified that the research goal is to assess the conflict management styles of the teachers in the school. The teachers consented to participate in the research by signing a consent form.

3.2 Research instrument

A semi-structured interview approach (script designed ad hoc, open questions) was used to gain a deep understanding of the research problem through the participants' perspectives and experiences (Gràcia, Vega, Jarque, Adam & Jarque, 2021). The interview was designed with main topics for discussion, using open-ended questions and prompts and allowing the participants to talk in-depth about conflict management issues that were important and relevant to them.

The interview was made up of a series of structured questions that relate to how the educators use the tools they were exposed to in the workshop.

The interview incorporates open questions to which the participants answered independently and a list of the artistic and creative tools that were passed on in the workshop, which the participants rated according to their degree of familiarity with each tool (1-10), in the interview that was carried out at the beginning of the workshop. In the interview conducted at the end of the workshop, the participants marked the degree of use of the tool (1-10) during and after the workshop.

From the interviews were selected and presented the following artistic tools divided into two main groups:
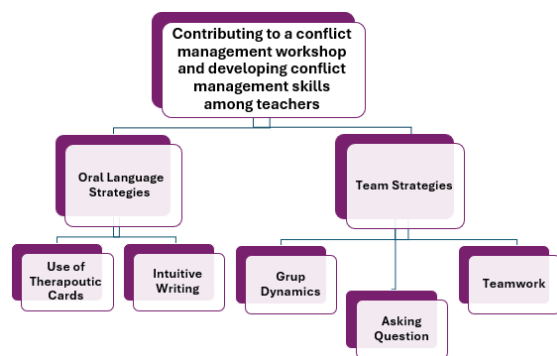
Figure 1: Artistic tools divided into two main groups

3.2.1 Oral Language Strategies

The ability to speak and express your thoughts is essential in life. A few teachers and students lack experience in group discussions, or in clearly presenting their ideas, and they find themselves unprepared for the demands of communication in the social and professional environment in which they live. To lay a better foundation for this learning, we can combine creative thinking and the integration of innovative ideas in the learning process (Zwiers, 2021).

Use of therapeutic cards: Associative therapy cards, as a stimulus, can be used to stimulate thoughts and feelings and encourage communication with trainees (Ozdemir, 2020). One of the goals of the present study is to propose and evaluate new and creative ways of conflict management by using therapeutic cards in some of the workshop sessions.

Intuitive writing: Intuitive writing is one of the most effective methods for bringing a person closer to himself and it is a tool that can help anyone overcome the difficulty that has built up over the years and be able to see their thoughts and feelings again. The intuitive writing is done alone or in a group or individual therapeutic setting. The idea is to take a page and a pen and write everything that comes to your mind - without censoring, without getting stuck, without criticizing and judging, and especially, without erasing. Just put all your thoughts, feelings, and questions on paper. If you have nothing to write, write 'I have nothing to write' several times, and at some point, you will see that the words will come out of you naturally, it just takes practice.

The main purpose of intuitive writing is to release the thoughts locked in the head. It does not necessarily require you to read what you have written and in some cases the recommendation is to throw the page in the trash at the end of writing, which means that the essence is the very output and not what comes out. When you release everything without filtering, editing, or changing, you can cleanse yourself and feel a sense of liberation, just by writing and venting (Gur, 2018).

The second approach of intuitive writing is to read what we wrote and try to put our thoughts in order by listening. Intuitive writing is a kind of window to the subconscious and this window allows non-judgmental observation of ourselves. When you read what you wrote, alone, with a therapist or in a group, you practice self-listening, can ask questions, understand yourself better, reach insights, and even change patterns of thinking and behavior (Fruchtman, 2020).

3.2.2 Team Strategies: For teachers and administrators, school teams are part of work life and a principal component of most initiatives to improve education (Gaumer Erickson, Noonan, Supon Carter, McGurn & Purifoy,2015).

There are many dimensions to team perception ranging from meeting logistics (eg, start and stop times) to more complex concepts such as shared vision, communication effectiveness, and leadership n (Gaumer Erickson, Noonan, Supon Carter, McGurn & Purifoy,2015).

The current study allowed teachers to get to know and experiment with a variety of creative tools to create optimal communication and collaboration.

Group dynamics: Schools must invest, first, in developing teacher practices and a learning-social environment that supports growth experiences, positive perceptions towards the self and others, and a valuable internal compass. Basic procedures of support according to the social-emotional environment

(SEL) are connection, security and belonging, competence, and independence (Cohen Zada,2022). People come to a group or organize in a group, to meet a common need or interest, which represents a group goal. Social relationships were created in a group and there is a social network where people learn to get to know each other, and approach or reject each other behaviors that are not acceptable to the norms established in it by everyone. In a group process, its members have dissimilar roles which can change and affect each other. Various processes and transitions take place in it to be expressed. These can be polar processes such as dependence or independence, strength or weakness, activeness versus passivity, innovation and conservatism, and closures, or openness (Hanukayev, 2021; Benson, 1987)

Asking Questions: The technique of asking questions, also called Socratic ethics, was developed by Socrates, a Greek teacher and philosopher who lived in the fourth century BC. This technique brings its users to think about any subject in a deeper way. Psychologists, doctors, and therapists use it to diagnose and get a clearer picture of a problem a patient is dealing with. In individual therapy and a dynamic group, this technique allows observation of a situation and the reflection of the things said by the participants (Braun, Strunk, Sasso & Cooper, 2015)

Teamwork: When a significant social-emotional position (SEL) is reflected in the teachers' room, teachers learn that they are people who deserve love and appreciation and can face challenges. It is appropriate to consider the teachers since they have values and goals that they identify with and therefore have a basis for personal identity and a sense of meaning (Cohen Zada,2022). Over the years, the understanding developed that learning is a social experience and that the social opportunities of conversation, discussion, joint action, and the groups themselves play a crucial role in the practice of social skills of cooperation. The group has an advantage in achieving large and complex tasks over individuals and those who work together in group work are rewarded by results of the joint effort, from the group's resources, and from the

opportunity to gain experience from each other. Cooperation requires the participants to be aware of the reason for which they are trying and their need to do it together (Cohen, 2019).

4. Results

In this section, the main themes gathered during the meetings will be presented: Empathy and identification, Change of response following the workshop, The tools received from the workshop, a different morning, use of music and videos as part of the lesson, Blurring the boundaries between home and work, The ability to be aided by colleagues for shared thinking, consulting, and social support, The ability to manage conflicts as improving the teacher's professionalism, minimizing burnout and anxiety at work, Increased motivation and satisfaction at work.

4.1 Quantitative analysis of the interviews with the workshop participant

This section will describe the main themes that arose through the data collection.
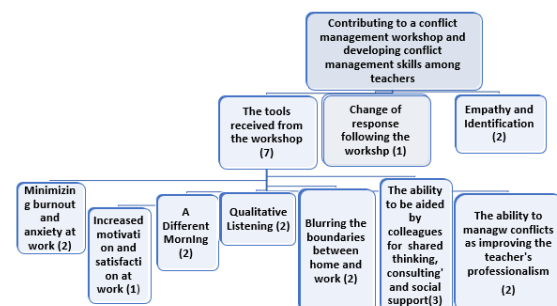

Figure 2: Diagram of the main themes that arose through the data collection

4.1 The first theme to be displayed: Empathy and identification: Most of the interviewed teachers demonstrated empathy towards the pupils, particularly in situations in which the pupils needed their help in some way, in understanding the conflict or in managing it. Appealing to a present adult enabled the pupils to see how things can be managed differently and to practice in real time with the peers who participated in the event. Emotional social learning focuses on modelling of growth mindset, providing the pupils with a positive

way to navigate emotions such as stress and frustration, and a way to preserve healthy relations that affect the learning climate, focusing on forming psychological security, a feeling that the class space is a safe place and that it is possible to learn from every situation and every person. The shared belief enables an understanding that the school and class space is safe and makes it possible to take personal risks. One of the things that make it possible to feel and practice psychological security is the knowledge that the leadership provides a modelling of not always knowing everything but of being curious and asking questions (casel, 2020).

M.: When I observe a situation from afar, I choose not to respond immediately, but rather to invite the children who were part of the situation to a later discourse. I choose to provide an example of the behavior I want the children in our class to acquire and embrace.

L: The discourse with the children "at eye level" and with openness enables them to be more sensitive of the event. The discourse about what happened does not take place while the case is taking place, but rather later. It can be at the end of the day or the following morning.

The interviewee's words indicate that following the workshop, the succeed better in collecting to empathetic places and to what takes place between two or more pupils, to conduct a discourse from a place of listening rather than an automatic response.

4.2 Change of response following the workshop: During the first workshop sessions, the participants described events that had gone out of control, and a response that had not been adapted to the case but rather automatic. During the workshop, the participants succeeded in practicing observing the case without providing immediate solutions or responding immediately but delaying their response to a later time.

S.: In the days before the workshop, when there was a conflict between two or more pupils, she found herself raising her voice to intervene or to separate between the pupils. She describes

how her whole body would tense up when something happened, and that her response was aggressive and followed by punishments.

"Today, I'm more attentive to what goes on around me. I listen to both pupils, from a clean and non-judgmental way, and enable them to respond by asking questions: Tell me what happened? What would you choose to have done differently? Addressing the case from a place of examining it, not by managing it from the place where it meets the teacher but rather from a place that aims to understand how to teacher the pupils to approach the vase calmly and in a more level-headed way and from time".

The interviewees' words indicate that following the workshop, they succeed better in choosing the way in which they manage the conflict, and refrain from choosing the first response that comes to mind. They describe themselves as more attentive and enabling, they delegate authorities and pass on the responsibility to the pupils who participate in the event.

4.3 The tools received from the workshop: Most of the workshop participants noted that the pupils and they themselves greatly enjoyed the change in the learning routine and the use of various tools that create a fresh atmosphere in class and even refresh the joy of learning, as well as the change in the mood of both learners and teachers, and that a change was evident in the pupils' achievements at the end of the school year.

Daley (1987) notes that the use of arts in a group provides the participants, beyond the therapeutic aspect, with the ability to enjoy the creation and the togetherness, through self-investigation and various experiences. Shared creation enables interaction and communication, and thus develops the awareness of others (Snir, Ben-Simon, Regev, & Ben-Haim , 2023; Daley, 1987)

4.4 A different morning, use of music and videos as part of the lesson:

R: I was happy to have a toolbox and innovative ideas that I didn't know before or had never used before. I was excited to see how

the joy of creation returned to be, and I sat for hours planning the new learning units.

Z: At the end of the day, I always ask how their day was, and most days all the pupils noted how different and experiential the lesson was today. I chose to introduce role playing, more use of music and I found myself choosing videos to watch in class.

The interviewees' words indicate that following the workshop, they succeed better in integrating use of artistic tools in the course of their work. Each of the participants noted that couple of tools worked better for them (use of music, watching videos or integrating play with learning). Others noted that they used creativity in a more conscious and frequent way when planning the learning in class. It is manifested in a period in which a significant part of the learning was conducted on-line.

4.5 Qualitative listening: Multiple of the workshop participants noted that they felt a change in the quality of their listening and that of their pupils. others noted that they also saw a change for the better in the discourse and meetings with the parents. The quality of listening manifested in the way in which each person formulates his words.

V: The pupils in my class embraced the rule that when someone talks the others remain silent, ask whether they can respond and understand if someone does not want to hear what the others have to say.

Y: In our class, we open the morning with a Happy moment. We ask each pupil how his feelings and how he came to school today. The pupils have created an "ideas bank" for making someone feel better, and if someone feels the need he approaches and chooses an idea.

The interviewees' words indicate that following the workshop, they succeed better in listening to the other and in being attentive to themselves. The describe that they choice not to respond immediately but rather to be in full listening provides them with a sense of calm and a possibility to understand what really happened.

4.6 Blurring the boundaries between home and work: Multiple the teachers noted that the task overload and the need to be available in the afternoon and evening hours was disturbing to them. Multiple of them described managing their time in such a way that most tasks (grading exams, meeting pupils and parents and pedagogical planning) are completed at school, thus clearing their afternoon hours for their personal and family activities. Others noted that they continue with school tasks after their children are in bed, or after their personal activities.

M: I would be happy if I could go home and not do anything work-related until the next morning.

B: I notified the parents in my classes that I am only available at certain times, and the rest of the time I do not answer my cellphone.

R: I would like to be more assertive and to conduct short conversations with the parents. They expect me to answer their questions on WhatsApp as well. I want to be capable of setting the times in which I am available and to protect and respect my own time.

The interviewees' words indicate that following the workshop, they succeed more in managing their time effectively and optimally. They note that they manage to do more, are less angry and try to see things as part of their job. Some of them note that they chose to introduce sports and leisure activities into their everyday routine, thus improving their quality of life and their mood significantly.

4.7 The ability to receive support from colleagues for joint thinking, advice, and social support: Every week, the meeting between the workshop participants raised contents, concepts, and values, which were talked about in the sessions or following discourse in the school space – in the teacher's room and classrooms. The responses presented a range of feelings and thoughts. Their responses to each other differed and stemmed, as presented by Yalom (2006), from the need and difficult to share the attention of the group or group leader, as well as the difficulty to expose themselves, to ask for help, resistances to help and

difficulty in trusting others. Manifestation of this can be seen in the participants' words in the first two sessions. Each participant presented his need and the difficulty of being part of the educational staff in their school, as well as the reasons that led them to choose the profession. We can hear comfort in their words, as each participant presented himself and the others discovered that their stories contained similarities. Through the need to belong arose another theme, which is the sense of universalism; the thought that they are not the only one, and hearing stories of the other group members about the difficulties and worries that caused by the burnout and overload led to a sense of relief. As group leader, the researcher identified that the discourse in a homogeneous group enabled a deep authenticity that stems from the life experience of each group member.

S: It was a good feeling to know that I can share my difficulties with my colleagues, as well as my successes. I felt like I did when I just began teaching, when we called the staff a family and the school a home.

Y: I felt that I could share both successes and difficulties in the group, and the knowledge that others experience similar feelings gave me a sense of serenity, a sense that I am not alone.

G: It gives me a good feeling to know that I can ask for help from a staff member, and people are always glad to help.

In his Hierarchy of Needs, Maslow set the need for belonging as a psychological need of significant importance. He set it in the second place, after the basic physical needs, which are physiological needs and the need for security. According to him, the need to belong is a basic human motive. It is a strong urge to create and maintain ongoing, positive, and meaningful interpersonal relations. This made possible when there is frequent and pleasant interaction with other people. This interaction must take place in an ongoing and stable framework of concern for each other's welfare (Hanukayev,2021; Benson, 1987; Maslow, 1957).

Ziv & Baharav (2001) define the human need to live in a group as essential to the nature of human creatures. They reinforce this contention using levin's definition of a group. Levin (Ziv & Baharav, 2001) defines a group as a complete dynamic unit that is based on the dependency between the individuals who are members in it, contending that a group is more than the total sum of all the individuals comprising it. He called the total individuals in a group "We ness" (Alkobi, 2020; Ziv & Baharav, 2001).

Deepening the research by examining the subject of belonging to a group shed light on additional meanings. Beyond the group voice that praises the group, other voices were heard, of those who hesitate, those who are afraid to share and to open, and in order not to feel as though their privacy has been invade, they bring aggression to the group.

S: I am a very closed person and don't always feel comfortable to share things with others or to ask for help.

AB: I like my privacy. I can be there for others, but I am less enthusiastic about letting people into my life.

A group leader and observer can be paid attention that the group session provides an opportunity for contact with others that would not have been possible in the everyday reality and routine, when people refrain from such contact. According to Rosenwasser (1998), the life of a group takes place on two planes; "the here and now", which refers to the group members' personal interactions and experiences during the sessions themselves, and the inner-personal work of each member, which he continues outside of the group life, with himself. "The here and now" enables personal or group participation during the group session itself, and this makes it possible for the group members to be open to changes, to change direction and to find new ways for action (Hanukayev, 2021; Rosenwaser ,1998).

The interviewees' words indicate that following the workshop, they succeed more in feeling relief and a possibility for identifying and connecting to the other peoples' emotions and thoughts, and even to tell how the other people's words had touched them and to share

their personal story. The words in the group are heard calmly, with a desire to be permitted to respond to others. In the literary review, the desire to belong was note as an existential need for human beings.

4.8 The ability to manage conflicts as improving the teacher's professionalism: During the workshop, some group members felt sufficiently secure to share that the different discourse about conflict management showed them the extent to which they act automatically. Many of the group members said that they are taking note to pay more attention in the future to the way in which they approach difficulty and how they choose the way to manage it. They also report increased pupils' satisfaction with the way in which they manage the events, with a large part of the responsibility shifting to them, making them feel that they are partners in finding the solutions.

R: I feel that it's difficult today, after many years in the system, to decide that I'm choosing to behave differently. I understand that there other different, more efficient ways. I'm willing to try. It's difficult to change work methods and the behavior of many years.

O: I think that part of my experience as an educator is the feedback that I receive constantly from the pupils as well as the parents, which greatly helps me to be more attentive and to pay attention to the way in which I manage things.

The interviewees' words indicate that their satisfaction increased when they were released from the burden of managing the event. Their choice to take one step backwards and to wait enabled them to delegate the authority of managing the event to the children, and to provide them with an opportunity to practice responsibility. Most of the participants noted satisfaction with the change of approach in the way in which they manage events and handle conflicts.

4.9 Minimizing burnout and anxiety at work: Most of the teachers stated that they really like their work and chose teaching with the intention of creating a significant change. At the same time, they describe themselves as extremely tired, overloaded, feeling unsatisfied and financially unrewarded for their time and investment. Some of them stated that they feel an overload that is reflected in harm to their health, for example: pressure in the chest or difficulty breathing after a difficult event or conflict, a conversation with parents or following a disciplinary incident or severe violence experienced by a student. Some of them described concerns about sharing their feelings with colleagues, the school principal, or the Beit Hafer counselor, for fear of what they would think of me professionally or as a person (Fruchtman, 2020).

S: I would find myself after a difficult talk with parents, crying my eyes out and ashamed to share because people would criticize me or think that I'm unprofessional.

B: When I did choose to share, I felt that in many cases, the sympathy was for the parents and pupils. I felt that they didn't see me or understand what I was feeling or experiencing. I shared a staff member and was surprised to discover that he felt exactly like me. We had both felt alone.

At the same time, there were those who experienced their colleagues as attentive and noted that sharing their experiences with them made them feel less helpless, although they too noted feeling burnt out to a large degree.

The interviewees' words indicate that following the workshop, they succeed better in managing their emotions and handling emotional or other difficulties that they encounter. Most of the participants described the good feeling they experienced in knowing there was someone to turn to in the teachers' staff or management, to receive help in managing an event, sharing successes, etc.

4.10 Increased motivation and satisfaction at work: The thought of creating a space where it would be possible to combine creation and experience allowed the research participants to apply this in their work. The participants testified to a change in motivation, and some testified to a change in thinking patterns and creating creative and interactive lessons and

daring to combine creativity, playing, and watching movies as an integral part of the lesson. The participants also testify to a great degree of vigilance, and greater use of the five core areas of social emotional learning as expected in the circular of the Director General of the Ministry of Education on the matter (Ministry of Education, 2023).

The interviewees' words indicate that following the workshop, they succeed better in implementing and developing the knowledge, attitudes and skills they need in order to understand and manage emotions and to set and attain personal and collective positive goals, while creating and maintaining positive relationships that make it possible to feel and demonstrate empathy for others, develop healthy identities and make decisions in a responsible and caring manner, integrating between skills, attitudes and behaviors in such a way that enabled efficient and ethical coping with everyday tasks and challenges (Oberle, Domitrovich, Meyers & Weissberg, 2016).

The teachers describe the pupils' positive reactions to the change.

RO: I really liked teaching on Zoom during the Corona period. I found myself challenged by pupils who didn't exactly want to learn. I created interesting and unconventional contents so that even pupils who didn't usually participate found themselves expectant for the next lesson.

5. Discussion and conclusions

The current study deals with the importance of acquiring practical tools from the various fields of art and the world of therapy, to help educators cope with the current era, in which there are different types of violent expressions, which create fertile ground for the formation of conflicts (Melamed, 2005). The current study shows how, due to the high burnout of educators due to many reforms in the field, a reality has emerged that leads to many potential causes of conflict (Schwartz, 2012). The tools presented here encourage and enable creative thinking and change in work methods and

coping. The use of artistic and other tools from the world of therapy enables teachers to get to know and experience innovative and creative ways through which they can manage conflicts (Casel, 2020). The use of a variety of practical tools that combine different arts and therapeutic approaches has enabled every person in the educational institution (educational staff, students and parents) to observe difficulties from afar and from a new and different perspective, and even to reach and create creative and innovative solutions (Hoffmann & Ivcevic & Brackett, 2018).

The aim of the present study was to examine and prove that integrating these tools into the work of the educator is a means of observing and coping with conflict in a way that does not create conflict but softens the conflict and creates a new and beneficial reality that creates a bridge to connection and enables the creation of an optimal school climate for satisfied teachers, students and parents, alongside improved academic achievements (Valent & Lourenco, 2020) .

The current study clarifies the idea that optimal conflict management occurs when people demonstrate caring and emotion management skills. Research indicates that social emotional learning leads to an improvement in learners' achievements, does not waste time learning something irrelevant and does not compete with cognitive abilities, but allows the cognitive efforts invested to lead to results. The study found a connection and influence of the social and emotional world of educators on their ability to learn, their sense of capability, and their ability to assimilate by changing the teaching method and imparting these skills to their students (Hoffmann & Ivcevic & Brackett ,2018).

The study shows how, due to the high burnout in which educators find themselves, because of many reforms in the field, a reality has been created that leads to a multitude of potential causes of conflict. The pool of tools presented in the study and attention to the impact and contribution of emotional intelligence encourage and enable creative thinking and change in ways of working and coping.

The use of a variety of practical tools that combine different arts and treatment, and therapy approaches enables every person, from all visitors to the educational institution (educational staff, student, and parent) to look from a distance and from a new and different perspective at the difficulties of reaching creative and innovative solutions and even creating them themselves.

The study also found that the use of a variety of artistic tools as part of the group workspace that connects body and mind. Their use allowed the educator to be exposed to complex places and events for him. Using these tools and strategies, he can express himself on different levels and reach the depths of feelings and thoughts.

In this article, I will discuss in detail three of the seven themes that arose in the study:

1.   Collaboration as a relationship motivator

2.   Change attitudes

3.   Situation management – transition from interpretation (the situation manages the teacher) to leading thinking.

Collaboration - relationships and everything in between

Using group dynamics, the discourse on relationships of group members developed among themselves and relationships of each in his private life and with students and teachers, which included several interests: burnout, lack of interest, successes, frustration, involving colleagues in life outside of school, gender and more. The concept of family came up a lot during the group discourse in the meetings, with different facets, as the number of members in the group.

The observation of the dynamics that developed between the participants reveals similarities in the attitude of each of them to the decision to move and changes in their lives. They all shared how decisions they made about their lives as a family were insured and affected their work and relationship with the students and even with their parents. In observations, I

recognized how connected they are to the place where they work, despite the frustration and difficulty of moving to a new place, a sense of burnout and overload, and sometimes frustration. The school and meeting and sharing with other teachers provides them with a wealth of interests and they are involved in the life of the school community and contribute pedagogically.

In the discourse on various types of relationships, the issue of the seniority of some of the participants came up. In our group, there are very veteran teachers in the system alongside those who arrived recently and others who have been in the system for a decade or more. Throughout the meetings, the contents, and the sharing of the participants, you can feel the difficulty and loneliness of the new teachers in front of the material fatigue of the adults. A study conducted about diversity and belonging of cross-border teachers based on ethnicity and religion found that there are similarities in issues that contribute to a sense of belonging through professional connection, joint work with children, and mutual support in the teachers' room. All these enable cooperation and a marked improvement in their relationships (Ron Erlich & Gindi, 2022).

The study shines a spotlight on the differential approach to diversity, the unique experience of diversity in each group, and the sensitivities of the group members. The study shows how professional collaboration bridges cultural differences and encourages workplaces in general and schools in particular to foster shared society policies (Ron Erlich & Gindi, 2022).

Change attitudes:

One of the most important things in creating change alongside using diverse ways to convey curriculum content and managing situations is the use of creative ways to diversify teaching methods and the use of a rich toolbox whose role is to create a space that enables social-emotional learning adapted to the school community. The way to enable space and create an optimal climate that will enable this is to change the approach to managing events and

conflicts and adopting positive thinking by changing thought patterns (Hanukayev, 2021).

During the sessions, many topics of conversation were raised, such as: managing emotions, difficulties of various kinds, the intensity of events or system requirements and the role of education, rationality, how to breathe into difficulty and managing a situation and being aware. Topics Don't inspire participants to ask questions, research events, and find out feelings about them. Participants also used role-playing to explore different ways of resolving a conflictual situation.

They chose to be aware of what was going on, to notice the different situations and pause a response, to give the occurrence a moment to be and to observe it from a distance, which made it possible to adapt emotion to the situation.

This process is consistent with the insights and ideas of Koulouri in his book: The ABCDEFG, who argue that in the last four decades there has been a need to adopt collaborative approaches in planning and development, budgeting, implementation, monitoring, and evaluation have grown exponentially. The objective is to carry out development interventions using diverse approaches to promote balanced participation and empowerment of participants. Collaborative is essential to any development process. It increases the effectiveness of the various interventions; leads to empowerment; improves the achievement of development goals; And reverses the participant paradigms. However, the study argues that collaboration, although it has advantages and empowering effects, it has disadvantages that create division among the participants that will harm the process of changing thought and attitude and empowering the participants.

According to Koulouri, it is important to understand that participation in such a process group or as part of an organization requires drawing boundaries very clearly and in the way knowledge and skills are transferred (Koulouri, 2020).

Situation management – transition from interpretation (the situation manages the teacher) to leading thinking.

Optimal situation management is possible with understanding and recognizing the existence of things that do not depend on me and yet allow them to be. Give them emotion and acknowledge their presence and less automatically respond to them (Hanukayev, 2021).

During the sessions, the group gained many insights about managing the situation from a place of rational thinking, thoughts that moved aside the automatic response, which was a common and default behavior. An event occurred, the response was not long in coming, followed by sanctions, documentation, suspension of students or hasty decision-making that is not always appropriate. Through role-playing, participants choose to observe the situation from a distance and choose new and creative ways to solve them.

The participants were exposed to working with therapy cards that introduce the participants to new insights and the possibility of examining things through the story of a group member or an event brought by the participants from their class.

Studies show that students learn better when classroom instruction is adapted, thereby inviting, and requiring an active and frequent response (Ibezo, Friedlin, & Kankzil- Maimon, 2020).

The current study presents the use of diversification of work tools and group and teaching strategies based on a significant aspect of individual and classroom educational programs that will lead to emotional, social, behavioral, and scholastic change among learners and teaching staff.

There are several limitations that arise from the study:

1.The article refers to the qualitative part of research: it should be noted that qualitative research is not an exact science. The data were collected from the analysis of the transcripts, which I wrote after all the group meetings, and

from interviews conducted with the participants at the end of the workshops.

2. The number of participants in the research group is small, 100 teachers: One of the limitations of this study is that it was conducted among teachers in Israel, in two schools, and constitutes a small sample of all teachers in Israel. The study examined only 100 teachers. Of the 100 participants, only half participated in a conflict management workshop, so the data collected is biased in that it does not represent a segment of the global teacher population or all teachers in Israel.

3. The age range of the participants is between 25 and 67 years: an age range that is too large to skew the information collected from the participants because each person reacts differently to the process as a person with their own unique emotional intelligence regardless of age, gender, or gender.

4. The ratio between the sexes is not equal (1:8): in the two schools where the workshop was given on the teaching staff, there are more women than men.

5. The fact that the study author (me) and the facilitator of groups and observations are the same person may lose the effectiveness of the study.

Suggestions for follow-up studies:

1.   Aim to conduct the workshop in more schools and see if there is a change in the conduct of the place in conflict management Refer to the variables I examined.

2.   Return in a year to the schools where the study was conducted and check whether the change has been implemented and has become part of the routine of conflict management.

3.   To examine the impact of the workshop on the way conflicts are managed by different age groups, between the sexes (is there a difference between the way men manage conflict and women?), is there a difference in conflict management methods between Arab and Jewish schools? Is there a difference in the way state religious schools are managed? In democratic schools and schools

for people with special needs. The follow-up study will examine the differences in the way conflict is managed in schools where artistic tools have been introduced as an assistive way of conflict management.

This research reinforced my credo in my work as a personal trainer and group facilitator, that empowerment and change occur where there is acceptance, openness, and a desire to motivate and manage conflict. Integrating the arts into empowerment groups expands the participants' 'toolbox' and enables them to cope with the variety of experiences and conflict management. Thanks to this research, I consider it my privilege and opportunity to train and instruct as many groups of teachers as possible in as many schools in Israel and around the world I hope that this research will serve as a basis and inspiration for future educational and professional facilitators and coaches to continue to explore the wonders of using a variety of artistic tools with an emphasis on the emotional intelligence of school attendees and practicing social-emotional learning while creating a life full of content that leads to a sense of satisfaction and enjoyment and even social change and improvement in achievements.

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