

Between a Rock and a Hard Place: Civic Education in Arab Schools in Israel

Rabah Halabi, Safaa Dabah

This research aims to understand how Arab teachers engage in teaching civic topics that contradict their own beliefs and aspirations. To this end, we used an interpretive phenomenological research method. We conducted in-depth open interviews with 32 male and female Arab civics teachers from the Galilee and the "Triangle" region. The results show that the decisive majority of the participants realize that teaching the civics program to Arab students is problematic as it focuses on the Zionist narrative, excluding altogether the Palestinian-Arab population. However, we found that different teachers approach the challenge in different ways. Some focus on achievement, teaching the material just as it is in order to avoid trouble. Others act with the required caution while searching for creative ways to expose the students to the Arab narrative that is missing from the program. A third group tackles the challenge directly and fearlessly, teaching the Palestinian narrative to the students.

Teachers out of Breath: Mapping Stress Causes in the Work of Teachers

Yaffa Buskila, Tamar Chen Levi

Recent evidence has revealed that the teaching profession is highly stressful. Stress is an unfavorable phenomenon that develops under unmanageable, prolonged and escalating pressure. Our study aims to investigate the way teachers perceive the causes for stress in school, and compare these causes in primary, middle and high schools.

This is a quantitative research. Questionnaires were sent to 321 teachers: 170 primary school teachers, 66 middle school teachers, and 85 high school teachers. We used the structured questionnaire of Ablin et al. (2010) adapted by Buskila et al. (2019). The adapted questionnaire deals with different stress aspects related to schoolwork. The participating teachers were asked about stressful events they experienced in their work, and put forward factors that led to stress at each of the three school levels. The findings revealed that the first and worst cause for stress across the whole sample and at each school level separately was the tight teaching schedule. In primary schools, the composition of the class stood second, while in middle and high schools, the clash between home and school demands was a major cause for stress. The findings clearly showed that in middle schools the principal was the cause for stress, while in primary schools it was the superintendent. In high schools, stress was caused by inadequate physical conditions. Two other stress-related correlations were found in all the schools: (1) the more experienced and senior the teachers, the lower their stress levels; (2) the higher the academic education of the teachers, the greater the pressure parents put on them.

The described results are relevant to teachers, educators, and policy makers involved in planning and managing educational strategies. Identifying and preventing the causes for stress are likely to facilitate better teaching conditions, and a more effective and efficient atmosphere in school.

From Teacher to Mentor: The "Good Teacher" in the 21st Century

Irit Levy-Feldman

This article proposes a new conception of a "good teacher" – that of a teacher-as-mentor, or a mentoring teacher that has heutagogical skills aimed to promote self-determined learning through dialogic teaching. This conception appears to be better suited to the 21st century and the postmodern era than the current conceptions. It is based on an interpretative textual analysis of Western educational philosophies and of the nature of postmodernity.

The mentoring teacher, who is thought to be the "good teacher" in the new era, acquires skills associated with heutagogy: a pedagogical approach that puts emphasis on the individual's need to learn autonomously and independently. This approach regards the capacity for autonomous learning as a basic life skill that allows for lifelong learning in a changing world. Using dialogic teaching, mentoring teachers equipped with heutagogical skills are able to navigate their teaching in a way that promotes the self-learning abilities of different learners and prepares them to cope with the challenges of the current era.

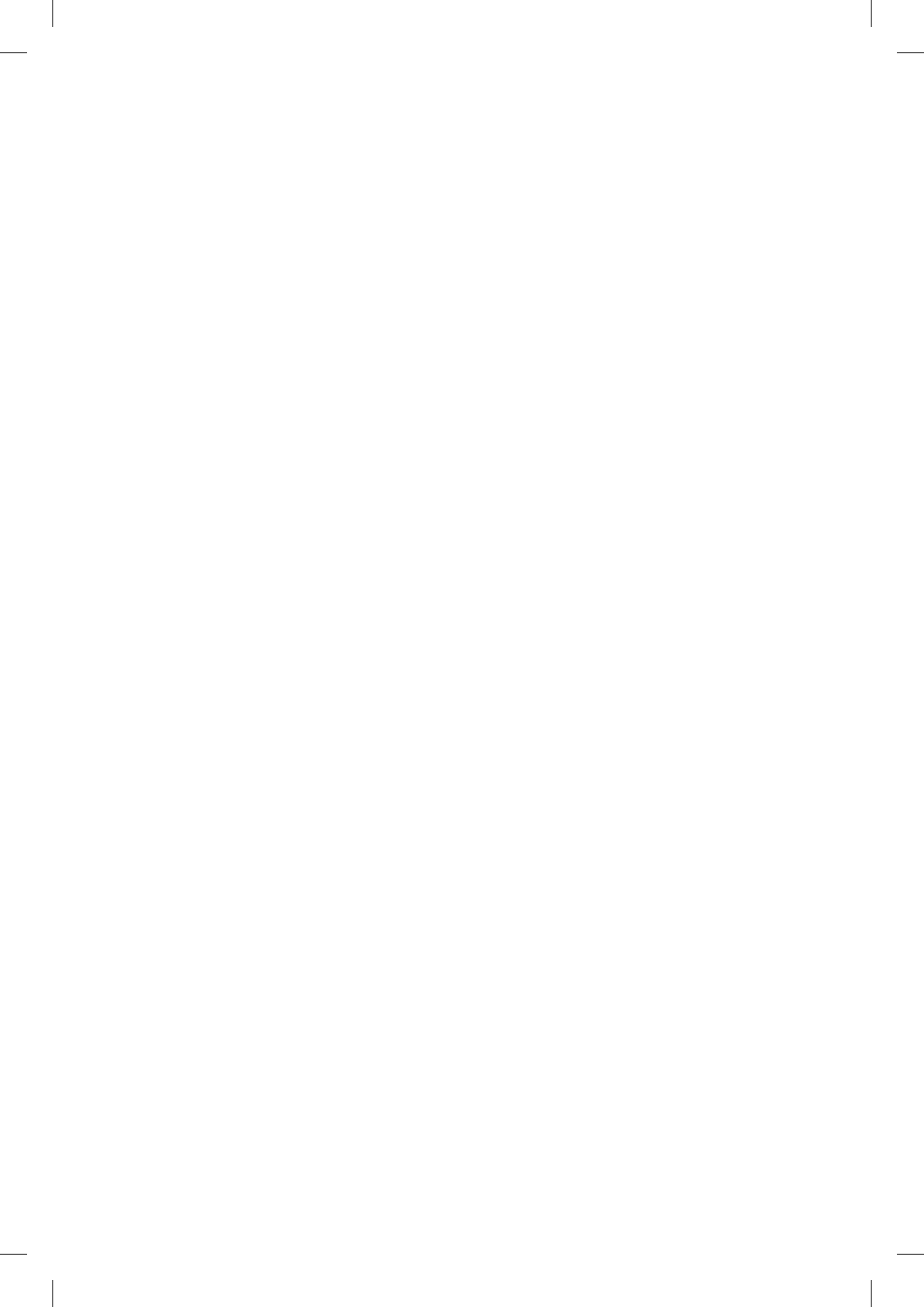
Abstracts

A Media Perspective of the Peace Process Collapse: The Question of the Jewish State

Sagi Elbaz

This study describes and analyzes the support the Israeli media provided to the Barak, Olmert and Netanyahu governments while a peace process was underway with the Palestinian Authority. This support was related to three core issues that had a demographic and symbolic influence on the Jewish character of the Israeli state: (1) rejection of the right of return (the Palestinian refugees' issue); (2) reaching agreement on permanent borders and the location of Jewish settlements within the final agreement; (3) ensuring Israeli sovereignty over the holy places in Jerusalem. At the Camp David 2000 Summit, a first attempt was made to reach a permanent settlement between Israel and the Palestinians on these matters. The core issues re-emerged in the direct contacts between Ehud Olmert and Abu-Mazen (the Annapolis process), and between Tzipi Livni and Saeb Erekat during the third Netanyahu government.

An analysis of the findings reveals that the ideological stance of the media tends to consolidate around the core values of the political elites comprised of government ministers and Knesset members from both the coalition and the opposition. This stance adjusts to every incumbent government, and is characterized by openness to new ideas initially formulated by the ruling group. The media does not create a new ideological discourse on core issues on its own. The uncompromising Palestinian refusal to recognize the concept of a Jewish State has remained an important factor in shaping a political perception about the failure to determine the nature of the final settlement with the Palestinians.





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