Waleed Dallasheh   **Sakhnin, 05 September 2023**

P.O.P 0348, Buena-Nujidat, 1692400, Israel |++972547205446| waleed.dall@gmail.com

1. **Personal Details**

Name: Waleed Dallasheh

Place and Date of Birth: 3.01.1968, Buena-Nujidat, Israel

Marital Status: Married, Four children (Yara, Khaled, Shada, Noor, 24y, 22y, 14, and 9y)

Citizenship and Identity Card Number: Israeli; ID: 023247554

Israeli Permanent Address: P.O.B. 0348, Bueina0Nujidat, 1692400, Israel

Home (& Mobile) Telephone Number: ++97246705446 (++972547205446)

Office Address and Phone: Department of Advanced Studies, Head of the Master's degree in

teaching (M. Teach.), Sakhnin College for Teacher Education, Sakhnin, P.O.P 100, 3081000, Israel,

Phone: ++97249058051 Fax: ++97246748218, E-Mail: waleed.dall@gmail.com

**The * sign in the current CV defines new activities after the last academic rank (Senior
Lecturer).**

2. Higher Education

a. Undergraduate and Graduate Studies

Period of Study	Degree	Name of Institution and Department	Year of Approval of Degree
2003-2007	PH. D	Faculty of Education Educational Administration, University of Yarmouk, Jordan.	2007
1998-1995	M.A	Faculty of Social Sciences: Public Administration University of Bar-Ilan, Israel.	1998
1990-1993	B. A	Faculty of Social Sciences Sociology and Political Science University of Bar-Ilan, Israel.	1993

b. Diploma Studies

Period of study	Degree	Name of Institution, Department and Host	Academic Institution Address	Year of Approval of Degree
2018-2019	Certificate	Leaders of Social Cohesion	Harrison Foundation & Mirhavim Institute	2019
2010-2009	Certificate	Database Experts: Expert in Social Sciences.	Ministry of Education, Israel	2010
2003-2004	Certificate	Academic - Pedagogical Management.	Mofet Institute. Tel-Aviv. Israel	2004
2002-2001	Certificate	Pedagogical Guide, Professional Internship	Mofet Institute. Tel-Aviv. Israel	2002
2001-2000	Certificate	Community Leadership and Management.	Jewish-Arab Center for Peace, Givat Haviva	2001
1999-2000	Certificate	School of Education Training, Development of Tutors & Mentors.	Tel Aviv University, Israel	2000
1994-1995	Certificate	Sports Administration	Wingate Institute, Israel.	1995
1994	Certificate	Permanent Teaching License in Social Sciences	Ministry of Education, Jerusalem	1994
1994	Certificate	Teaching Certificate in Social Sciences.	Bar-Ilan University, Ramat Gan, Israel	1994

3. **Academic Ranks and Tenure in Institutes of Higher Education**

Dates	Name of Institution and Department	Rank/Position
2001-2015	Sakhnin College for Teacher Education.	Lecturer (100%)
2015-Present	Sakhnin College for Teacher Education.	Senior Lecturer (140%)

4. Offices in Academic Administration

Period	Offices in Academic Administration	Academic Institution Address
*2021-Present	Head of HI-TECH Program (Teaching Certificate for HI-TECH Graduates).	Sakhnin College for Teacher Education
*2021-Present	Co-editor, *Al-Nebras*, Journal on Education, Science and Society.	Sakhnin College for Teacher Education
*2021-Present	Member of the Committee for the Implementation of the new outlines of the Ministry of Education in Teacher Training Colleges	Sakhnin College for Teacher Education
*2021-Present	Member of the College Research Committee	Sakhnin College for Teacher Education
*2019-Present	Head of the master's Program in teaching elementary schools (M. Teach).	Sakhnin College for Teacher Education
*2019-Present	*Member of the Promotion Appointments Committee	Sakhnin College for Teacher Education
*2018-Present	Head of Merhavim Program, Training Arab Teachers for Teaching in Jewish schools.	Sakhnin College for Teacher Education
*2018-Present	Member of the Al-Nenbras Journal Committee	Sakhnin College for Teacher Education
*2018-Present	Member of the College's Supreme Management Committee	Sakhnin College for Teacher Education
*2018-2020	Head of the Academic Teaching Certificate & Continuing studies (Hasava)	Sakhnin College for Teacher Education
*2017-Present	Member of the Appeals Committee.	Sakhnin College for Teacher Education
*2016-2018	Member, Challenges Committee for Promoting Education in Arab society.	Ministry of Education & Mofet Institute.
*2016-2018	Head of Simulation Center	Sakhnin College for Teacher Education
*2016-Present	Head Dep. of Graduate Studies in M. Teach. Program	Sakhnin College for Teacher Education
2015-2016	Member of, Quality & Excellence Committee (Partner winning the Quality and Excellence Award).	Majd Al-Krum Pisgah Center
2015-Present	Member of the Student Scholarship Committee.	Sakhnin College for Teacher Education

Period	Offices in Academic Administration	Academic Institution Address
2015-Present	Coordinator Dep. of Graduate Studies in Educational Administration	Sakhnin College for Teacher Education
2014-Present	Head, the Research unit Belonging to the Induction (Staj) department	Sakhnin College for Teacher Education
2013-2019	Moderator Seminars for Supervisors and Managers and Inspectors.	Majd Al-Krum Teacher Training Center
2013-Present	Head of The Induction Department	Sakhnin College for Teacher Education
2013-Present	Advisor, Thesis (M.Ed) Advisor	Sakhnin College for Teacher Education
2011-Present	Internship Coordinator	Sakhnin College for Teacher Education
2008-2017	Member, Quality & Excellence Committee (Partner Winning the Quality and Excellence Award from the Council for Higher Education.	Sakhnin College for Teacher Education
2007-2009	Head of the Academic Teaching Certificate & Continuing studies Unit (Hasava)	Sakhnin College for Teacher Education
2002-2005	Head of Education Studies	Sakhnin College for Teacher Education
2002-2005	Representative of Saknin college in the Head of Education Studies forum	Mofet Institute.
2001-2003	Specialization in Pedagogical Training	Mofet Institute.
1994-2010	A Political science & Citizenship Teacher and Professional Coordinator at Buena High School.	Ministry of education & Buena Local Council

5. Scholarly Positions and Activities outside the Institution

a. International Appointment

Year	Offices in Academic Administration	Academic Institution address
*2020-2023	Researcher in an international Research Team Funded by the European Union Erasmus+). (The Promentors Project).	European Union Erasmus+

Year	Offices in Academic Administration	Academic Institution address
2020-Present	VaKE Member- International Association of Values and Knowledge Education.	University of Salzburg Austria
2016- Present	Reviewers' academic articles and research in professional international journals.	International Journals
*2016-2019	Researcher in International Research Team Funded by the European Union Erasmus+). (The Proteach Project).	European Union Erasmus+

b. Appointments outside the Institution

Year	Offices in Academic Administration	Academic Institution Address
*2020- Present	Member of the Emotional-Social Learning Forum.	Mofet Institute
*2020- Present	Member of Mahoot Forum, Promoting the Relationship Between Teachers & Parents.	Lewinsky College
*2020- Present	Head of the team for promoting "national resilience", in collaboration with the National Security Council, Mofet Institute, academic colleges, and various official bodies.	Mofet Institute
*2020- Present	VaKE Member- International Association of Values and Knowledge Education.	University of Salzburg Austria
*2018- present	Member of the Arab Induction Unit's Forum.	Ministry of Education
2015-2017	Embeds Quality and Excellence Model (EFQM) in Majed al-Krum Teacher Training Center.	Ministry of Education.

Year	Offices in Academic Administration	Academic Institution Address
2010-2012	Member of the Citizenship Curriculum Committee for High School.	Ministry of Education
2009-Present	Member of the Induction Unit's Forum	Mofet Institute.
1996-1999	Guide for Permanence Administrators in Local Councils.	Ministry of Education

c. Board of Professional Journals

*2021-Present	Editorial Board Member & Section Editor of the Journal: Asian Journal of Contemporary Education.	Asian Journal of Temporary Education

d. Ad hoc Reviewer for Professional Journals

- Psychology in the School
- Al Hassad Journal
- ACADEMIA Journal
- Routledge Journal
- Asian Journal of Temporary Education
- Al-Jamiah Journal
- Al-Nebras Journal

6. Participation in Scholarly Conferences

a. Active Participation: International Conferences

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
*2023 July 12-14	Improving University Teaching	Putrajaya Malaysia	Relationships between personal resilience and motivation in teaching components among novice teachers	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			Relationships between personal resilience components and social anxiety components among interns	Co-Author
*2023 June 26-27	8 International Conference on Teacher Education	The MOFET Institute, Tel Aviv, Israel	Social-emotional differences in professional identity between interns according to workshop type	Session Co-Author
			Differences between Arab teachers in socio-emotional learning, professional identity, and resilience	Co-Author
			Accepted- Teacher's psychological resilience, selfefficacy, and coping strategies during COVID-19	Presenter
*2023 May 24-26	1st Jordan Conference on Mental Health	University of Jordan	Mental Health Arab adolescents' social anxiety, personality traits, cyberbullying	Co-Author
			Social anxiety, loneliness, and depression among adolescents	Presenter
			Parenting styles and behavioral problems among Arab students	poster
*2022, Nov 16-18	15th International Congress of Clinical Psychology	Virtual Conference as Granada, Spain	"The relationship between school coherence, teaching quality and exams purity from teachers' point of view.	Presenter
			Differences between Arab pupils with and without eating disorders in YSR/11-18 scales and sleep quality.	Co-Author
			Differences between Arab adolescents with different perceptions of parenting styles in YSR/11-8 and social anxiety.	Poster
*2022 October 1-2	IAIE International Conference 2022: Intercultural Education on the Move.	Online Conference	Demographic differences in the absorption accompaniment process of novice teachers in Arab society in Israel: Proposing a model of optimal absorption	Co-Author
			The relationship between parental involvement in the learning process and motivation for learning, self-image, and	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			participation in learning among students with specific learning disorders during the Corona crisis/hybrid learning	
*2022, May 8-12	Promentors International Conference- Mentoring in Teacher Training	John Paul II Catholic University of Lublin, Poland	Mentoring at School and at the University- Students and Teachers' Experiences	Workshop
2021 Dec` 7	The third "mission": International Virtual Conference on Teacher Education	Virtual Conference Key College	Professional identity, self-efficacy, emotional intelligence, and empathy among Arab beginner-teachers and specialized in teaching.	Presenter
*2021, Nov` 10-13	14th International Congress of Clinical Psychology	Virtual Conference Spain	Examining demographic, socio-emotional, and educational differences in the levels of mental resilience among Arab teachers	Presenter
			Differences between Arab students with and without sleep disorder in YSR/11-18 scales and eating disorder.	Co-Author
			Social anxiety, depression, and isolation among adolescents in Arab society.	Co-Author
*2021, October 10-14	Promentors Conference, Erasmus+	Jyvaskyla, Finland	Differences between mentors in regular courses and mentors in regular courses and mentors in MIT courses in inclusion, self-efficacy and empathy.	Presenter
*2021 June 28-30	IAIE: Intercultural Education in an Age of Information and Disinformation Conference	The Kibbutzim College & Mofet Institute Tel Aviv	Impact of social rejection sensitivity (accompanied by anger and anxiety) on elementary school students' self-esteem and empathy.	Poster
			Gender differences in mental resilience, socio-emotional and educational aspects among beginning teachers and specialized in teaching from Israeli Arab society.	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			Teaching, Learning and assessment with technological tools during the Corona period in the education system in Israel, in different reference and cultural groups.	Round Table
*2021 March 17	Promentors Training Session for Peer-Group Mentoring.	Virtual Conference Mofet Institute	Insights from "MIT" Training Mentor's Corse.	Presenter
*2021 March 9-12	12th (ICSIT) International Conference on Society and Information Technologies	Virtual Conference. Orlando, USA	"Peace Education in Societies Involved in Intractable Conflicts: Intervention among the Arab Group as a Case Study".	Presenter
*2020, Nov` 11-14	13th International Congress of Clinical Psychology.	Virtual Conference Santiago de Compostela Spain	Differences in self-regulated learning, test anxiety and coping strategies among adolescents in Arab society.	Poster
			Relationship between orientation for motivational learning and self-esteem: Differences between normal and inclusion students.	Poster
			The relationship between resilience, self-esteem, and coping strategies in stressful situations among Arab adolescents.	Presenter
			The relationship between teachers' inclusion ability and emotional intelligence on learning motivation among disability students.	Co-Author
*2020, July 6-8	Promentors international PMB Conference	Virtual Conference	Models in mentoring training in Arab society: between theory and reality	Presenter
*2020 July 1-3	45 the international Improving University Teaching	Virtual Conference (U.S.A)	Socio-emotional differences among Israeli students as revealed in distance.	Poster

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			The relationships between emotional intelligence, inclusion and learning motivation among teachers from Arab society	Presenter
*2019, June, 24-26	The 7th International Conference on Teacher Education: The Story of Innovation	Mofet Institute, Tel Aviv, Israël	The relationship between emotional intelligence, empathy, and self-efficacy among educational counselors from Arab society.	Poster
			The impact of principal's ethical leadership on the professionalism of teachers and the school's culture.	Poster
			The link between ethical leadership and academic integrity in Bagrut examinations in Arab society.	Poster
			The effect of the cultural identity on teachers and pedagogical leadership on the school's efficiency.	Poster
			Beginning teachers'' difficulties: the effects of educational, organizational, and emotional factors.	Co-Author
			Tools for developing psychological resilience and cognitive potentials among students at elementary schools	Workshop
			The relationship between teachers' attitudes toward parental involvement in their children's education in the perception on self-empowerment and empathy	Presenter
*2019, Feb` 25 to March 1	International Workshop Pro-teach Erasmus + Program	Salzburg, University Austria	Values and Knowledge Education beginning teachers: A case study	Presenter
*2018, Nov` 12-16	International Conference	Key College, Israel	Presentation of evaluation findings by the colleges in Israel, case studies and good examples.	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
	Proteach Project/Erasmus+			
*2018, Oct` 25-28	XI Congreso Internacional y XVI Nacional de Psicología Clínica	Granada, Spain	Demographic characteristics of integrating students and students from regular education from Arab society: Differences in motivation for learning and social anxiety.	Poster
			The relationship between parental characteristics, self-efficacy, and violence amongst adolescent children in the Arabic society.	Poster
			Differences in self-image and social anxiety between students of integration and students in regular education from Israeli Arab society.	Poster
			The relationship between overexposure to the internet, social anxiety and learning achievements among young people in the Arab society.	Poster
			Differences in mental resilience, different social-emotional aspects, and motivation in teaching according to demographic variables among Palestinian Arab Minority student teachers and beginning teachers.	Presenter Invited Symposium
			Relationships between mental resilience, social-emotional aspects, and motivation in teaching among Palestinian Arab Minority student teachers and beginning teachers.	Co-Author
			Prediction of the "mental resilience" by various social-emotional variables among Palestinian Arab Minority student teachers and beginning teachers in Israel.	Co-Author
			According to social-emotional teaching motivation variables, there are differences between Palestinian Arab Minority student	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			teachers and beginning teachers in Israel with various levels of mental resilience.	
*2018, March 19-23	Proteach Symposium in Exeter	Exeter University, England	Multi-culturalism of the incubator: Characteristics, uniqueness, and difficulties	Presenter
			Educating values within the incubator.	Co-Author
*2017, Nov` 16-19	Congreso: Internacional y XV de Psicologia Climica.	Santiago de Compostela, Spain	Relationship between test anxiety, self-esteem, and academic achievements among high school students from Arab society in Israel	Poster
			Relationship between school inclusion, violence and aggressive behavior, self-esteem, and educational achievements among elementary and high school students.	Poster
			Reactions to everyday situations, positive and negative emotions for children in kindergarten, who are at risk of ADHD from the perspective of their mothers	Poster
			The relationship between eating disorders and depression and adolescent suicidal tendencies	Co-Author
			The relationship between teaching strategies, learning motivation, and self-esteem among regular, inclusion, and learning disabilities students.	Presenter
*2017, July 18-20	IMPROVING University Teaching International Conference	Mofet Institution Tel Aviv, Israel	The Relationship between the Principal Leadership Style and Organizational Commitment.	Poster
			The Relationship between Parents' Education, their Socio-economic Status, and High School Pupils' Dropout Rate	Panel Session Discussion

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
*2017, June 5-9	Improving Mentoring at School	Tallin University, Estonia	Anxiety, self- esteem, and motivation among beginning teachers in Arab community	Co-Author
			What do mentors say? Amplifying SWOT model in mentoring.	Workshop
*2017 March 6-8	Erasmus+ Proteach Conference	Bucharest University, Romania	promoting teachers' success in their induction period	Presenter
*2016 Nov` 17-20	Congreso: Internacional y XIV Nacional de Psicologia Clinica	Santander, Spain	Assessment of differences in demographic, socio-emotional, and educational-learning aspects among teachers in training suffering from various levels of social anxiety.	Poster
			Learning motivation among novice teachers from the Arab society: demographic, educational-learning and socio-emotional aspects	Poster
			Correlation between parenting styles and subjective well-being: differences between parents of ADHD children and parents of normal children	Poster
			Self-esteem levels among Arab student and beginning teachers: differences in social anxiety, depression, social and familiar perceived support and learning motivation.	Presenter & Symposium organizer
			Depression levels among Arab student and beginning teachers: differences in social anxiety, social and familiar perceived support, self-esteem, and learning motivation	Co-Author symposium

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			Learning motivation levels among Arab students and beginning teachers: differences in social and familiar perceived support, social anxiety, depression and self-esteem	Presenter symposium
2015, Nov` 19-22	Congresso: Internacional y XIII National de Sicologia Clinica	Granada, Spain	Specific and Generalized Social Anxiety Student-Teachers: Demographic, Socio-Emotional and Comorbidity differences.	Co-Author
			Comparison between Student Teachers with Various Levels of Depression and Self-Esteem in Demographic and Socio-Emotional Aspects.	Co-Author
			Factor Analysis of the Motivated Strategies for Learning Questionnaire (MSLQ) in Student Teachers Sample	Presenter
			Learning Motivation Levels Among Student Teachers: Differences in Depression and Self-Esteem.	Presenter
2015 June 30 to July 2	36th International Annual Conference. Stress & Anxiety Research Society (STAR)	Tel Aviv, Israel	Demographic differences in social anxiety, social fear, social avoidance, and perceived social support levels among student teachers.	Poster
			Relationship between social anxiety and perceived social support, depression, self-esteem, and learning motivation among student teachers	Poster
			Demographic differences in learning motivation, self-esteem, and depression among student teachers	Poster

b. **Active Participation**

Local conferences

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
*2023 Sep., 13	6th Scientific Conf. of Essence	Lewinsky College, Tel Aviv	Parenting styles and high school dropout among Arab students	Co-Author
			Cultivation of SEL and self-efficacy among students in life skills program	Co-Author
			Predicting social anxiety and its components by social-emotional and educational	Co-Author
			The emotional coping (mental strength and self-efficacy) of beginning teachers	Co-Author
*2022 Sep' 20-21	The 5 Scientific Conference of Essence (Mahoot) Center.	Lewinsky College, Tel Aviv	The relationship between parenting styles and value education	Presenter
			Contribution of parental involvement in the hybrid learning process to increase motivation for learning, self-image, and participation in learning.	Co-Author
*2022 July 27-28	Promentors - PMB e-meeting	Nave-Elan Jerusalem	The socio-emotional and educational characteristics of the formation factors of professional	Presenter
2022 July, 4	Training in a changing world: challenges and opportunities	Gordon College Haifa	The relationship between emotional intelligence and empathy and self-efficacy among mentors from Arab society	Presenter
2022 May 31	One-Ball Partnership: Collaborative Online Learning in a Multicultural Environment	Mofet Institution Tel Aviv	Values workshop on education and multiculturalism	Workshop
2022 March 31	Open Doors: Pedagogical Resilience in Specialization and Entry into Teaching	Hemdat College Sdot Negev	Proposing a model for predicting the formation of professional Arab society.	Co-Author

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			Training mentors as part of the Promentors project: Between the existing and the desirable.	Session chair
*2021 Sep` 30	The 4 Scientific Conference of Essence (Mahoot) Center.	Lewinsky College, Tel Aviv	Parenting styles, social anxiety, and aggression among adolescents in Arab society	Presenter
			Parenting styles, social anxiety, and aggression among adolescents in Arab society	poster
			Demographic differences in parental education, demographic background, and parental involvement, and their impact	Co-Author
*2021 June, 28-30	IAIE 2021 Intercultural Education in an Age of Information and Disinformation Conference	The Kibbutzim College of Education & Mofet Institute, Tel Aviv	Empathy, emotion management among teachers, and optimal classroom climate.	Poster
			Gender differences in difficulties of the absorption accompaniment process.	Poster
*2021 March 9	Educational cohesion - Coherence in the Sequence of Teacher Training, Specialization and Professional Learning.	Mofet Institute, Tel Aviv.	Collaboration and partnerships with professional development centers - between theory and practice.	Symposium
*2020 March 5	Fourth National Induction Conference. "The Future is Here: Looking at the Future of Internship"	Beit Berl College, Kfar Saba	Session Name: Initiatives and Leadership at the Entrance Stage	Session chair
			The Contribution of Workshops on mental resilience, Students teacher's relationship's and to the professional identity	Poster
			The relationship between leadership style, teacher's empowerment, and organizational justice perception.	Poster
*2020 Feb`	Promentors: Promoting Mentors'	Talpiot College, Holon	Mentors' Role in Education: Challenges and Aspirations.	Presenter

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
19	Work in Education.			
*2020 Jan` 14	From Exclusion to Containment: Online Collaborative Learning in a Multicultural Environment.	Mofet Institute, Tel Aviv	Online internship workshops: challenges and aspirations	Presenter
*2019 Nov` 25	Launch Ceremony for Elhasad Journal.	Beit Berl College, Kfar Saba	Relationship between parenting styles and subjective mental well-being: Differences between parents of children with ADHD and parents of normative children from Israeli society.	Presenter
*2019 Sep` 19	The second Conference of the Essence Research and Information in the Field of: Parent-Educational Communication	Lewinsky College, Tel Aviv	The relationship between teachers' attitudes toward parental involvement in their children's education and the perception of self-empowerment and empathy.	Presenter
			The relationship between marital quality and parenting styles from the perspective of parent-teachers for adolescents from Arab society.	Poster
			Relationship between parenting styles and sense of self-identity, positive & negative effects among Arab adolescents	Poster
*2019 Sep` 19	Proteach Symposium Erasmus+	Kibbutzim College, Tel Aviv	Induction beginning teachers' processes.	Presenter
*2019 April, 11	The third National Conference of the Induction Unit: Choirs Many Voices at the Entrance to the Teaching Profession	Key College, Ber Sheva	The relationship between the "groupings" in the mathematics profession and the educational motivation and self-esteem of the junior high school students from the point of view of teachers.	Poster
			The relationship between instructional strategies and the learning motivation and self-esteem of ordinary students, integration students, and	Poster

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			students with learning disabilities.	
			Demographic, educational and emotional-social differences in the components of mental strength among beginning teachers from Arab society.	Presenter
			The Proteach project - promoting beginning teachers' voices in educational institutions.	Symposium
*2018 Oct` 15	Erasmus+ Proteach Meeting.	Kei College, Ber sheva	School as an organization: The Self-direction of beginning teachers in incubator framework.	Presenter
*2018 Oct` 8	The first Conference of the Essence Research and Information in the field of parent-educational communication	Lewinsky College, Tel Aviv	The relationship between teachers' attitudes toward parental involvement in their children's education and the perception of self-efficacy and empathy among Arab teachers.	Co-Author
			Effectiveness of classroom management from the perspective of principals, parents, and educators from elementary schools in Arab society in Israel	Presenter
			Parental involvement and its impact on self-esteem and self-efficacy among students with learning disabilities in Arab schools in northern Israel	Co-Author
*2018 July 29-30	National Proteach Meeting Erasmus+	Mofet Institution & Zircon Yakov Israel	Al-Bashaeer high school incubator Model.	Presenter
*2018 Feb` 8	National Conference of admission to the teaching profession	Kibbutzim College & the Ministry of Education, Israel	Assessment, implementation, evaluations, and training difficulties associated with the absorption process from the point of view of Arab beginners.	Co-Author
			Developmental guidance for beginning teachers to impart pedagogical-technological knowledge.	Co-Author

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
			Development of autonomy and support the needs of interns and kindergarten teachers in incubators.	Presenter
			Differences between Arab teachers from regular education and special education teachers in inclusion, self-efficacy, and empathy.	Presentation in a Session
			Arab Teacher's perception of the essence of their assessment for their promotion in the framework of the New Horizon Reform.	Co-Author
*2017 July, 18-20	Intra-organizational partnership	Beit Berl College, Israel	Proposal for optimal induction model of Arab new teachers based on an evaluation study.	Presenter
*2017 Feb` 14	Entrance to teaching Conference	Gordon College Haifa	Predicting academic motivation and self-esteem by demographic and emotional-social aspects among Arab teaching students and interns.	Presenter
			The relationship between online learning and learning motivation and between management style among Arab beginning teachers.	Poster
			Predicting Problems of Social Anxiety and Depression by Demographic, Emotional, and Motivational Aspects among Student teachers from Arab society.	Co-Author
			Demographic, Emotional, and Motivational Differences among Students Teachers.	Co-Author
*2016	Regev Conference for Outstanding Students	Gordon College Haifa	From the board and the Chalk to the smartboard - Technology for pedagogy	Presenter
*2016	Talking Education Building a Future	Givat Washington College	Regev Conference for the Outstanding Students	Chair session

Date	Name of Conference	Place of Conference	Subject of lecturer/ Discussion	Role
*2016	Erasmus+, Proteach Conference	Mofet institution	Incubator School Model: Principles of Success	Presenter

C. Active Participation
Conferences, Sakhnin College for Teacher Education &
Organization of Conferences & Sessions

Date	Name of Conference	Place of Conference	Subject Of Lecture/Discussion	Role
*2023 June	Research Presentation master's degree student conference	Sakhnin College	Research between theory and practice	Conference moderator
			The relationship between organizational transparency, organizational commitment and between Personal resilience	Supervisor
*2022 Nov 15	Erasmus+ Promentors Polish team visit to Israel	Sakhnin College for Teacher Education	Mentoring: learning, sharing & building.	Organizer& Presenter
*2022 June 30	Promentors Conference	Sakhnin College for Teacher Education	Voices from the field	Organizer& Presenter
*2022 June 19	Posters Conference for Graduate Students	Sakhnin College for Teacher Education	Management and Leadership	Organizer& Head of Seat
*2022 May 30	College Research Seminar	Sakhnin College for Teacher Education	Social anxiety, optimal absorption and mental resilience among beginning teachers from Arab society	Presenter
*2022 March 29	Virtual Conference: Seminar on the subject: Empowering interns in teaching: personal resilience in a world of uncertainty	Sakhnin College for Teacher Education	Personal resilience as a lever for empowering interns and beginning teachers from Arab society	Organizer & Presenter
*2021 April 7	Virtual Conference: Practical mentor training: Seminar on the subject: The role of the mentor in the age of digitization - challenges and	Sakhnin College for Teacher Education	The figure of the mentor in the spirit of the mentors: challenges and struggles	Organizer & Presenter

Date	Name of Conference	Place of Conference	Subject Of Lecture/Discussion	Role
	struggles			
*2021 Feb` 22	"Alomot Project Leaders Visit to The College": Alomot - Leadership Reserves Program.	Sakhnin College for Teacher Education	The professional development of the Arab interns and beginning teachers.	CO & Presenter
*2020 June 18	Virtual Conference: Seminar in master's Degree for Organizational Leadership 7 school Evaluation programs	Sakhnin College for Teacher Education	"Presentation of student dissertations by posters"	Co & Session Chair
*2020 June 16	Virtual Conference: Teacher's role in an era of change and innovation- Challenges and coping. Induction department	Sakhnin College for Teacher Education	Teacher roles in the postmodern era of permutations and the Corona period".	Organizer & Presenter
*2019 March, 15	Growing up in optimal absorption: Optimal absorption as a lever for empowering teaching interns and beginning teachers	Sakhnin College for Teacher Education	Optimal absorption as a lever for empowering teaching interns and beginning teachers	Organizer & Presenter
*2018 March, 9	Novice teachers' Empowerment: Strengthening Novice teachers' mental resilience as leverage for success.	Sakhnin College for Teacher Education	Empowering new teachers' resilience as leverage for success in teaching.	Organizer & Presenter
*2018 Feb, ` 14	"Exposure, conceptual dialogue, and the potential for epistemological change.	Sakhnin College for Teacher Education	Importance of Collaboration for Implementing School Assessment Culture.	Organizer & Presenter
*2018	Strengthening the Mental Resilience and Empowerment of interns and novice Teacher.	Sakhnin College for teacher Education	Empowerment of the interns and new teacher as a lever for success in teaching job.	Presenter
*2018	Postdoctoral Students from Mofet Institute Visit to Sakhnin College for Teacher Education.	Sakhnin College for Teacher Education	Models of teaching in pairs (Co- teaching), optimal absorption within the Induction unit.	Presenter
*2017 Feb`	The Other is Me: optimal absorption of	Sakhnin College for Teacher	Optimal absorption of novice teachers and Interns	Organizer & Presenter

Date	Name of Conference	Place of Conference	Subject Of Lecture/Discussion	Role
10	novice teachers and Interns in an age of changes & innovations	Education	as a lever for success.	
*2016	Orientation to advanced studies	Sakhnin College for Teacher Education	Graduate Studies Unit: Objectives & Challenge	Organaizer
*2016	Novice teachers Poster and story competition: Exhibition of stories and posters	Sakhnin College for Teacher Education	Novice teachers Poster and story competition: Exhibition of stories and posters	Organizer & Presenter
2016*	Training the "new teacher" in the postmodern era of transformations.	Sakhnin College for Teacher Education	Changes in the training of new teachers: between the existing and desired.	Organizer & Presenter
*2016	Challenges & absorption difficulties of new teachers & specializing in teaching at school and kindergarten	Sakhnin College for Teacher Education	Insights from the results of mid-year feedback in schools, and from the results of the formative assessment	Organizer & Presenter
2015	Beginning teachers & interns Posters and stories competition.	Sakhnin College for Teacher Education	Beginning teachers & interns Poster and story as Tools for meaningful learning.	Organizer
2015	Significant evaluation: Dialogue as a lever for optimal evaluation.	Sakhnin College for Teacher Education	Dialogue as a lever for the optimal evaluation of novice teaching.	Organizer & Presenter
2014	Optimal absorption of new teachers & interns in school Induction department	Sakhnin College for Teacher Education	Field Academy Partnership as a lever for novice & interns' success in teaching.	Organizer & Presenter
2013	Meaningful Evaluation: Dialogue as a Lever for Optimal Evaluation	Sakhnin College for Teacher Education	Optimal evaluation Round table: Internship Referent, School Director, Internship Workshop Facilitator, Mentor & novice teacher	Presenter
2013	The phenomenon of violence in Arab society. Education department	Sakhnin College for Teacher Education	Strategies for dealing with the phenomenon of school violence in Arab society	Organizer & Presenter
2012	The Staff of Education Department	Sakhnin College for Teacher Education	Strategies for dealing with the phenomenon of school violence in Arab society	Presenter
2008	Basic principles in Academic	Sakhnin College for Teacher Education	The Unit of the Academic retraining & Teaching certificate studies.	Organizer & Presenter

Date	Name of Conference	Place of Conference	Subject Of Lecture/Discussion	Role
	staff professional development			
2008	The Unit of the Academic Retraining & Teaching Certificate Studies.	Sakhnin College for Teacher Education	Basic Principles in Academic Staff Professional Development	Presenter
2007	Total quality management at teacher's education colleges	Sakhnin College for Teacher Education	Sakhnin College for Teacher Education Preparation Day	Organizer & Presenter
2006	Socio-cultural changes in Arab society.	Sakhnin College for Teacher Education	Perah Conference, Northern District Conference	Co & Presenter

7. Invited Lectures\ Colloquium Talks

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2022 Sep' 20	Scientific 5 The Conference of Essence (Mahoot) Center	Lewinsky College, Tel Aviv	Session: A rainbow of shades: A multi-cultural view on the relationship between Educational Staff and parents	Chair Session
*2022, July 27-28	Promentors PMB e-meeting	Jerusalem C-hotel Nave-Elan	The socio-emotional and educational characteristics of the formation factors of professional identity among novice and intern-teachers from Arab society	Co-Author
*2022 May, 31	Emotional and Social Education in Schools and Academia between Theory and Practice	Al-Qasemi Academy, Baqa Al-Gharbiyye, Israel	Relationships between emotional-social and pedagogical aspects of the SEL world and the formation of a professional identity of beginning teachers from Israeli Arab society	Presenter
*2021, Nov` 10-13	14th International Congress of Clinical Psychology	Virtual Conference	Social anxiety, depression, and isolation among	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
	Spain		adolescents in Arab society in Israel	
*2021, Oct 10-14	Promentors conference	Finland, Jyvaskyla,	Differences between mentors in regular courses and mentors in regular courses and mentors in MIT courses in inclusion, self-efficacy, and empathy	Presenter
*2021, Sep` 30	The Fourth Scientific Conference of the Essence Center: Parent-child education staff relations in times of crisis	Lewinsky College	The relationship between parenting styles and academic achievement and discipline issues in battle high school students from Arab society in the shadow of the Corona plague	Presenter
*2020 Dec` 10	Guest invited lecturer for Ph.D students Al Yarmouk University	On-Line Yarmouk University, Jordan	School leadership in Arab society: challenges and struggles.	Presenter
*2020, July 6-8	Promentors – PMB Conference	Virtual Conference	Models in mentoring training in Arab society: between theory and reality	Presenter
*2020 Feb` 19	Promoting Mentors' work in education. International conference	Holon, Talpiot College	Mentors' role in education: challenges and aspirations.	Presenter
*2020 Jan` 14	From Exclusion to Containment: Online collaborative learning in a multicultural environment	Tel Aviv, The Mofet Institution	Online internship workshops: challenges and aspirations	Presenter
*2019 Sep` 19	The 2 conferences of the Essence Research and Information	Tel Aviv, Lewinsky College.	The relationship between teachers' attitudes toward parental involvement in their children's education and the perception of self-empowerment and empathy	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*2019, Feb` 25 to March 1	International Workshop Project/Erasmus+ Program	Salzburg, University Salzburg	Values and Knowledge Education beginning teachers: A case study	Presenter
*2018, Oct 25-28	XI Congreso Internacional y XVI Nacional de Psicología Clínica	Granada, Spain	Prediction of the "mental resilience" by various social- emotional variables.	Presenter
*2018, March 19-23	Pro- Teach Symposium in Exeter	Exeter University, Britain	Multi-culturalism of the Incubator: Characteristics, uniqueness, and difficulties	Presenter
*2017, Nov` 16-19	Internacional y XV Nacional de Psicologia Clinica	Santiago de Compostela,	The relationship between teaching strategies, learning motivation and self-esteem	Presenter
*2017, June 5-9	Novice Teachers at School – Improving mentoring at school	Tallin University, Estonia.	Anxiety, self-esteem, and motivation among beginning teachers in the Arab community	Presenter
*2017	Erasmus+ Proteach Conference	Bucharest University, Romania	Promoting Teachers' Success in Their Induction Period	Presenter
*2016	Talking Education Building a Future	Givat Washington College	Regev Conference for the Outstanding Students	Presenter
*2016, Nov` 17-20	IX Congreso Internacional y XIV Nacional de Psicologia Clinica	Santander, Spain	Depression levels among Arab student and beginning teachers: differences in social anxiety, social and familiar perceived support	Presenter
2015` 19-22	International y XIII National de Psychologies Clinica	Granada, Spain	Learning Motivation Levels Among Student Teachers: Differences in Depression and Self-Esteem.	Presenter
2015	Induction Annual Conference	Wingate Institution	Meaningful Learning During the Induction Period.	Presenter

8. Research Grants

a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
*P1	**Waleed Dallasheh**	Integration of Arab teachers in Jewish schools	Ministry of Education 450,000 NIS	2022-2023
*P1	**Waleed Dallasheh**	hybrid units for beginning teachers & specializing in teaching	Ministry of Education 34000 NIS	2022-2023
*P1	**Waleed Dallasheh**	Expanding support for teaching interns and novice teachers	Ministry of Education 54,000 NIS	2021-2022
*P1	**Waleed Dallasheh**	Digital teacher student training program	Ministry of Education 344,000 NIS	2021-2022
*Co	Reuma De-groot Raul Drachman **Waleed Dallasheh** Billa Bashan Haya Kaplan	Promentors': Promoting Mentors' Work in Education.	European Union Erasmus+ (International Project). 79,000 Euro	2020-2023
*P1	**Waleed Dallasheh**	Values-based educational leadership training grant	Ministry of Education 105,000 NIS	2019-2020
*P1	**Waleed Dallasheh** Zubeidat Ihab	Co-teaching grant	Ministry of Education 440,000 NIS	2018-2019
*P1	**Waleed Dallasheh** Yaser Awad	Establishment of a simulation center grant	Ministry of Education 245,000 NIS	2017-2018
*P1	**Waleed Dallasheh** Zubeidat Ihab	Co-teaching grant	Ministry of Education 440,000NIS	2017-2018
Co	Sara Ziv **Waleed Dallasheh** Katrin Poom Andrew Dean	Amplifying Beginning Teachers' Voices within Schools, Academy, and Policymakers/STOVE	European Union-Erasmus + (Pro-teach Project) 1197840,00€	2016-2019
*PI	**Waleed Dallasheh**, Ihab Zubeidat & Abd El-Rahman Khalil	Relationships between Resiliency and Demographic, educational and Socio-emotional Characteristics among Beginning Teachers and Interns.	Mofet Institute 93000 NIS	2016-2018
*PI	**Waleed Dallasheh**, Ihab Zubeidat, Abd El-Rahman Khalil &	An assessment of the factors influencing optimal absorption of beginning	Ministry of Education	2016-2018

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
	Mahmud Khalil	teacher's intakes their point of view as they enter teaching: a proposed model for optimal absorption.	160,000 NIS	
*P1	**Waleed Dallasheh** Zubeidat Ihab	Co-Teaching Grant	Ministry of Education 450,000NIS	2016-2017
Co-PI	Ihab Zubeidat **Waleed Dallasheh** Abd El-Rahman Khalil	Assessment of Differences in Demographic, Socio-emotional, Educational – learning Aspects among **Teachers** in Training Suffering from Various Levels of Social Anxiety.	Mofet Institute 39000 NIS	2014-2015

B. Submission of Research Proposals-Pending

Year	Co-Researchers	Topic	Funded by/ Amount	Role in Research
*Co	Abu Assad Islam **Waleed Dallasheh** Zubeibat Ihab Awad Naif	The Contribution of the Simulative tool in Emotional and Professional Development Among Interns from Arab Society	Mofet Institute Quantity: 105,600 NIS	2023

C. Scholarships, Awards and Prizes

Role in Research	Funded by/ Amount	Topic	Year
P1	Ministry of education 10000 NIS	Educational Award from the Ministry of Education for academic achievement.	2009-2010
P1	Ministry of education 10000 NIS	Educational Award from the Ministry of Education for academic achievement.	2007-2008

9. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course	Degree	Number of Students
2018-Present	Internship Workshops (Sharing course with 5 Colleges in Israel)	Online Course (Tec)	Novice Teachers	20
2015-Present	Master's Degree Seminar.	Seminar	M.Ed	10
2015-Present	Theories and Strategies of Teaching & Learning	Course	M. Teach	22
2015-Present	Values and education, and everything in between	Seminar	M. Teach	22
2015-Present	Educational Leadership	Seminar	M.Ed	28
2014-Present	Changes and Innovations in Educational Organizations	Seminar	M.Ed	27
2015-Present	Supervising M.Ed Students in the Final Project	Final Projects	M.Ed	3-5 (Each Year)
2015-2018	Meaningful Dialog	Workshop	Supervisor & Managers	32
2014-2017	Initiative Teacher	Workshop	Teaching Staff	27
2012-2014	Educational Administration	Course	B.Ed	30
2010-2015	Teaching Theory and Methods	Course	B.Ed	35
2010-2015	Issues in Arab Education in Israel	Seminar	B.Ed	35
2005-2014	Teaching Workshops	Seminar	B.Ed	25
2001-2014	Teacher as a Researcher	Workshop	Teaching Saff	28
2001-2014	Teachers as an Educator of Values	Course	B.Ed	30
2001-2014	Educational Thoughts	Course	B.Ed	25
2001-2014	Classroom Management	Course	B.Ed	30
2001-2014	Sociology of education	Course	B.Ed	28

c. Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	tudents' Achievements
Mona Meari	The relationship between the social-emotional intelligence of the students in the life skills program and their self-efficacy from arab consultants' point of view.	M.Ed	2023	In progress
Sameera Hamza	The relationship between teacher's professional identity and the exchange assessment mediated by self-efficacy	M.Ed	2023	In progress
Nibal Badarna	The impact of formative leadership on the learning climate mediated by technological infrastructures from the perspective of Arab teachers.	M.Ed	2022	92
Shorok Hussein	The contribution of the leadership style to the improvement of the relationship between veteran teachers and novice teachers ffrom Arab society.	M.Ed	2022	93
Wajih Ibdah	The Impact of Leadership Styles on Teacher attitudes towards distance learning Mediated Using Digital Tools.	M.Ed	2022	99
Ahmad Habib-allah	The effect of formative leadership on teacher satisfaction from distance learning mediated by the learning climate in elementary schools.	M.Ed	2021	94
Mahmood Titi	The Impact of Leadership Styles on Teacher Satisfaction Mediated Using Digital Tools	M.Ed	2021	96
Nilly Khori	The Relationship between Formative Leadership and Teacher Satisfaction with Online Teaching in the Zoom Efforts Among Primary School Teachers	M.Ed	2021	93
Aulaia Khalaila	The impact of leadership styles on teacher satisfaction from Arab society	M.Ed	2021	92

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	tudents' Achievements
	from online learning mediated by organizational infrastructures.			
Bothina Drawshy	The relationship between the integration of e-learning, organizational culture, and between Arab teachers' effectiveness	M.Ed	2020	90
Hilal Shalata	"The relationship between the school principal's leadership style, organizational justice and between Arab high teachers' attrition from Arab society in the north Israel"	M.Ed	2020	97
Hanan Khotaba	The relationship between formative leadership and leading teachers and between learning and between Teaching practices is Concentrated on the learner.	M.Ed	2020	91
Karawan Milhem	The relationship between the integration of e-learning, teamwork, and between Arab teachers' effectiveness	M.Ed	2020	92
Hanan abo Ria	The relationship between leadership style, organizational culture, and the development of teachers' personal identities	M.Ed	2020	94
Suzan Khalaila	The relationship between authentic leadership, teaching effectiveness and organizational justice.	M.Ed	2020	93
Yara asi	The relationship between school coherence and "Bagrut" eligibility percentage in Arab society.	M.Ed	2019	99
Waseem Abo Ria	The relationship between the degree of school coherence and the percentage of the "Bagrut" eligibility mediated by the quality of teaching in Arab society	M.Ed	2019	96
Rabaa khatib	The relationship between school coherence, the quality of teaching and the purity of exams.	M.Ed	2019	96
Salty Suha	The relationship between ethical leadership and the integrity of the matriculation exams.	M.Ed	2018	99
Hussen	The impact of the school's ethical	M.Ed	2018	98

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	tudents' Achievements
Suliman	leadership, on teachers' level of professorship, mediated by the school's culture.			
Sahar Hamed	The Relationship Between Formative and Rewarding Leadership Styles of School Principals, Their sense of pressure on teacher's organizational commitment.	M.Ed	2018	86
Reham Awali	Effectiveness of classroom and social education classes in post-primary schools from the perspective of principals and classroom educators.	M.Ed	2017	90
Nidaa Assadey	Kindergarten staff's attitudes toward the kindergarten teacher's leadership style and its impact on staff maturity in kindergartens.	M.Ed	2017	92
Manal Ismael	The relationship between leadership style and teacher empowerment and their perception of organizational justice	M.Ed	2017	92
Gazali Awawdi	Perception of teachers and principals the role of school principal and its impact on organizational commitment	M.Ed	2017	82
Gehan khatib	The relationship between humor use and the level of burnout and satisfaction among primary school teachers	M.Ed	2017	80
Angaam Nama	The role of the school principal according to the perception of principals and teachers in leading change in the educational frameworks in Arab society	M.Ed	2017	96
Ranin Abo-Alheiga	The connection between the "Tala" program and the self-image of the special education student, is mediated by the capacity for inclusion from the point of view of special education teachers.	M.Ed	2017	94
Hiba Dahli	The effect level grouping in mathematics (extraction, outstanding students) on the motivation and self-Esteem of high school students	M.Ed	2016	90
Sheren Yosef	Effectiveness of classroom education and social education in post-primary schools from the perspective of principals and classroom educators	M.Ed	2016	94

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	tudents' Achievements
Riham Awali	Kindergarten staff's attitudes toward the kindergarten teacher's leadership style and its impact on staff maturity in kindergartens	M.Ed	2016	91
Nida Assade	The influence of principal leadership on the empowerment of teachers and their perception of organizational justice	M.Ed	2016	92
Lubna awad	The concept of "mother Kind gardener" From Arab society in Israel the role of "kindergarten tutors" and the effect of their guidance on the sense of empowering kindergartener teachers on their daily functioning.	M.Ed	2016	92
Ranin Abo ALhaiga	The concept of "kindergarteners principal" in self-management from Arab society in Israel the role of "kindergarten inspector" and the effect of its training on the sense of empowerment of kindergarten teachers and their day-to-day functioning.	M.Ed	2016	93
Shiren Yosef	between emotional intelligence and the student motivation mediated by the capacity of inclusion among teachers of learning disabilities students.	M.Ed	2016	95
Latifa Higazi	The impact of school space design on the motivation of special education students	M.Ed	2015	95
Rasmiya Khutuba	The impact of school principals' leadership style on organizational commitment and on teacher satisfaction.	M.Ed	2015	91
Hamzi Dallasheh	Principals' positions regarding the application of the TQM model principles in Arab schools	M.Ed	2015	96
Rabea Dahli	Perceptions of teachers in elementary schools in Arab society of the nature of the evaluation in preparation for promotion to a high degree	M.Ed	2015	91
Safa Abedgani	The attitude of principals in Arab schools towards their perception of "school marketing".	M.Ed	2014	86
Amal Nasar	The relationship between leadership styles of the elementary school	M.Ed	2014	95

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	tudents' Achievements
	principal in Arab society and the organizational commitment of teachers in mediating with the principal sources of power.			
Labiba Moed	Teachers' attitudes toward parental involvement in Arab society schools	M.Ed	2014	92

10. Miscellaneous

Writing curricula, educational projects, and syllabuses

"Tamkeen Center" (2023-**Present**). Building a new center for empowering beginning teachers with

collaboration with professional development centers (Pisgah). (In Progress).

Training program for teaching in Jewish schools (2022). Writing a program for training Arab teachers

to teach in Jewish schools at the request of the Ministry of Education and and with its funding.

Building hybrid study units (2022). Hybrid units for beginning teachers and teaching interns as part of

their syllabi and workshops**,** at the request of the Ministry of Education and and with its funding.

Digital teacher student training program (2022) - Writing a program for integrating students into

teaching while training and integrating them as digital teachers at the request of the Ministry of

Education and with its funding.

Supporting Program for interns and novice teachers (2022) – Writing the program for expanding the

support for interns and beginning teachers in the social- emotional and organizational fields. The

program was built at the request of the Ministry of Education and with its funding.

National emergency resilience program (2022) - Head of the team for the construction of a national

emergency resilience program for teacher education colleges on behalf of the Mofet Institute.

Integrating Arab teachers in Jewish Schools Program (2020-2022), Training program in collaboration

with the "Merhavim" Institute.

From HI– tech to teaching program - High & primary school teaching certificate (2021-Present). The

Training program prepares veterans of the high-tech industries for teaching mathematics and

computer science in high & primary schools.

Mentors Program (2020-Present). An advanced mentoring program for veteran teachers in partnership

with the European Union.

M. Teach Second Degree Program (2019-2020): Head of the Committee for the Writing of a master's degree program in Teaching (**Elementary schools**), which was honored by the Ministry of Education and the Council for Higher Education.

Ethical Leadership Program (2019-2020: The program goal is to promote ethical value leadership in schools in Arab society. The program is supported and led by the Ministry of Education.

Tutoring Teachers Program (2017-2018). An advanced online tutoring course for tutoring teachers who have passed Phase A and Phase B.

Construction of an Academic Course 2017-2018. "School as an organization": an academic course designed for third-year students from all programs at the college.

Incubator Program (2018-2019): Writing a school incubator program designed to facilitate the absorption of beginning teachers and increase their voice.

School Principals Training Program (2018-2019): This is intended to train potential teachers for the positions of school principals in Arab society

M. Teach Second Degree Program (Second Degree in teaching: English, Mathematics & Computer science) (2016-2017): Head of the Committee for the Writing of a master's degree program in Teaching (**High schools**), which was honored by the Ministry of Education and the Council for Higher Education.

Simulation Center Program (2016-2017): Head of the team writing the Simulation Center program at Sakhnin College for Teacher Education, which was honored by the Ministry of Education.

Co-Teaching Program (2015-2018): Writing a pilot program "Teaching in pairs" for the Division to specialize and enter teaching in the Ministry of Education

Citizenship Curriculum (2008-2009): Member of the steering committee for writing the citizenship curriculum for high schools.

Writing Syllabuses (2001-Present): Writing numerous syllabi since the college was founded. The last two syllabuses': "Values and Education Seminar: Teacher as an educator and as a social leader; "School as an organization" for M. Teach program"; "Changes and innovations in educational organizations, M. Ed program", and many other syllabi for the B. Ed and for different programs.

11. Professional Experiences

Head of international project: Head of Sakhnin College team in the "Pro-Mentors" international project, 2019 – 2023.

Head of integration program – Integrating Arab teachers to teach in Jewish schools on behalf of the Ministry of education, mirhavim institution and sakhnin college for teacher education (2020-Present).

V*a*KE Member- International association of Values *and* Knowledge Education, University of Salzburg, 2020 - present

Proposals reviewers: "Teacher training conference- international conference (2019). Mofet institute, Tel- Aviv.

Reviewers in national and international academic journals (2018-Present).

Editor: Editing the Introduction to section 3. In Jackson, S. (Ed.) (2018), *Developing Transformative Spaces in Higher Education*. Routledge Editions.

Session chair in national and international conferences.

Session chair: The XI Congress International XVI Nacional de Psychology Clinical. Granada, Spain, 2018, October 25-28.

Session chair: The 7th International Conference on Teacher Education: The Story of Innovation in Teacher Education. Mofet Institution, 24 June 2019.

Session chair: Conference name: "The future is here: Looking at the future of internship in teaching". Session name: Initiatives and leadership at the entrance stage. Kfar Saba, Beit Berl College. 5 March 2020.

Session chair: Virtual conference: Presentation of master student's student dissertations by posters", 28 June 2020.

Head of international projects: Head of Sakhnin College for Teacher Education team in the "Pro-teach" international project, 2015 – 2018.

Head of national program – Head of the team for building a national emergency resilience program for teacher education colleges on behalf of the Mofet Institute.

Session chair: "Regev Conference for the Outstanding students (2016). Givat Washington Academic College of Education. "Talking education builds a future.

Head of international project: Head of Sakhnin College for Teacher Education team in the Pro-teach international project, 2015 – 2018.

Head of various units and programs, head, and member of various forums (2015-present).

Publications

Ph.D. Dissertation

Title: "Assessment of Total Quality Management (TQM) Standards at The Arab Colleges of Education in Israel", Pp 1-251.

http://search.mandumah.com/Record/559384

Faculty of Education, Yarmouk- Irbid University, Jordan.

Language: [Arabic]

Faculty of Education, Yarmouk- Irbid University, 2007,

Directors: Prof. Al- Badry Adnan

Date: 21/1/2007

A. Scientific Books (Refereed)

Dallasheh, W. (2008). Total Quality Management (TQM) Standards at The Arab Colleges of Education in Israel: Challenges and aspirations. Amman Dar Al Bader Editions. Pp 1- 211. [Arabic]]

B. Edited Books and Special Journals Issues – Published

*Zubeidat, I., & **Dallasheh, W**. (2018). Introduction to section 3. In Jackson, S. (Ed.), *Developing Transformative Spaces in Higher Education* (pp. 113-118). Routledge Editions.

***Dallasheh, W**., & Zubeidat, I. (2018). Section 3 conclusions. In Jackson, S. (Ed.), *Developing Transformative Spaces in Higher Education* (pp. 182-183). Routledge Editions.

C. Articles in Refereed Journals

English

1. *Masri, S., Kupermintz, H., Zubeidat, I. & **Dallasheh, W**. (2023). Fostering emotional intelligence and intergroup empathy: an intervention program for Jewish and Arab adolescents. *Learning: Research and Practice*. Published online: 18 Jul 2023. DOI: 10.1080/23735082.2023.2234367. [Q2].

2. ***Dallasheh, W**., Zubeidat, I**. (2022). The relationship between emotional intelligence and the learning motivation of students with specific learning disorders moderated by the inclusion ability of special education teachers in Arab minority in Israel. ***Educational Studies***. [Q2]**. https://doi.org/10.1080/03055698.2022.2138268**

3. ***Dallasheh, W**., & Zubeidat, I. (2022). The Degree of Implementing Total Quality Management Standards in Arab Minority Higher Education Institutions in Israel. Submitted Manuscript. ***Management in education***. Published online: 11 July 2022. https://doi.org/10.1177/08920206221111270. [Q1].

4. *Zubeidat, I**., **Dallasheh, W**., & Khalil, A. (2022). Social anxiety subtypes among Arab student

teachers: Demographic, social-emotional and educational characteristics. ***Psychology and Education***, 59(2), 678-705. [Q4].

5. ***Dallasheh, W.,** & Zubeidat, I. (2021). Demographic, School-Organizational and Emotional Characteristics of the Absorption Support Process of Novice Teachers in Arab Society in Israel. ***Journal of Inclusive Education***. [Q1]. https://doi.org/10.1080/13603116.2021.1879956.

6. ***Dallasheh**, W., Zubeidat, I., & Masri, S. (2021). Emotional Intelligence, Learning Motivation, and Inclusion Ability among Arab Minority Special Education Teachers in Israel. The **Educational Review**, 5(9), 343-354.

7. *Masri, S., Zubeidat, I., & **Dallasheh, W**. (2021). Peace Education in Societies Involved in Intractable Conflicts: Intervention among the Arab Group as a Case Study. ***Systemics, Cybernetics and Informatics, 19(2),*** 30-40.

8. ***Dallasheh, W**., & Zubeidat, I. (2021). The relationship between learning motivation and demographic, socio-emotional aspects among Arab minority preservice teachers in Israel. ***Psychology and Education, 58(2), 186-201***. [Q4.] **25.**

9. *Masri, S., Zubeidat, I., **Dallasheh, W**., Kupermintz, H. (2021). An Intervention Program Cultivating Social-Emotional Skills in Israeli Arab Adolescents. *Cybernetics and Informatics,* 20(1), 209-224. https://doi.org/10.54808/JSCI.20.01.209

10. *Abu-Saad, I. Khalil, M. Haj-Ali, I. Awad, Y. **Dallasheh, W**. (2020). Re-Examination of Hofstede's Cultural Value Orientations among Beginner Palestinian Arab Teachers in Israel. ***Sumerianz Journal of Education, Linguistics and Literature***, 2020, Vol. 3, No. 8, pp. 169-177 ISSN(e), 2617-1201, ISSN (pp. 2617-1732).

11. *Owen, D., Millican, J., **Dallasheh, W**., & Zubeidat, I. (2018). 'Us' and 'Them': The Role of Higher Education within Conflict Societies. In Jackson, S. (Ed.), *Developing Transformative Spaces in Higher Education* (pp. 58-73). ***Routledge*** Editions.

12. *Zubeidat, I., **Dallasheh, W**., & Khalil, A. (2018). Demographic, social-emotional, and educational aspects of specific and generalized social anxiety subtypes among Palestinian Arab minority student teachers in Israel. ***International Journal of Social Science Studies***, 6, (4), 54-70.

13. *Zubeidat, I., **Dallasheh, W**., Fernández-Parra, A., Sierra, J. C., & Salinas, J. M. (2018). Youth Self-Report Factor Structure: Detecting Sex and Age Differences in Emotional and Behavioral Problems among Spanish School Adolescent Sample**. *International Journal of Social Science Studie**s, 6 (10),* 35-49.

Hebrew

14. ***Dallasheh, W**., Zubeidat, I., & Khalil, A. (2021). Learning motivation among student teachers from Arab society: Demographic- personal and socio-emotional factors. **Rav Gvanim: Research and discourse**, 21, 259-290. **[V].**

15. *Zubeidat, I., **Dallasheh, W**., & Khalil, A. (2021). Demographic, socio-emotional and educational factors: Personal resilience among beginning and specialized teachers in

teaching from Arab society in Israel. *DAPIM: Journal for Studies and Research in Education, 75,* 57-77. **[V].**

16. ***Dallasheh, W**., Zubeidat, I., Khalil, A. & Khalil M. (2021). "Accompanying Absorption of Beginning Teacher from Arab Society in Israel: Training Factors, Organizational Factors and Personal - Emotional Factors". Schatz Oppenheimer and Silverstrom (eds). Mentoring, **Riesling** Editions. **[V].**

17. *Zubeidat, I, **Dallasheh, W**., & Masri, S. (2021). Examining differences between students from Arab society from regular education, special education and integration in social-emotional aspects. *Al-Jamiah*. Al-Qasemi Academic College, 24 (1), 117-149. **[V].**

18. *Ben Ari, E., Dahan, O., Valdamer, B., Miro, O., Cohen, R. & **Dallasheh, W**. (2021). The quality of the integration of new teachers and the professional development of the mentors: Comparison between absorption frameworks. **Seminar HaKibutzim** College. Co-funded by the Erasmus+ Program, European Union. [Hebrew]

19. ***Dallasheh, W**., & Zubeidat, I. (2019). The attitude of principals in Arab schools toward their concept of "school marketing". *Al-Jamiah, 22,* 185-215. **[V].**

20. *Zubeidat, I. **Dallasheh, W**., & Hjazi, M. (2019). Relationship between parenting styles and subjective mental well-being: Differences between parents of children with ADHD and parents of normative children from Israeli society. *Elhasad, 9, 195-230.* **[V].**

21. *Zubeidat, I. **Dallasheh, W**., & Bcheer, S. (2019). Inclusion, empathy, and self-efficacy for students with learning disabilities: Comparison between teachers in regular education and teachers in special education. *Hamagal*, 8, 7-42. **[V].**

22. *Zubeidat, I., **Dallasheh, W**., & Ag'awi, E. (2018). The relationship between teacher inclusion and violent and aggressive behavior, self-esteem and learning achievements among primary and secondary school students from Arab society. *Al-Nebras: Science and Society Journal, 10,* 189-223.

23. *****Zubeidat, I., **Dallasheh, W**., & Murad, N. (2018). The relationship between parents' education, their socio-economic status, their school involvement, and pupil high school dropout in the Arab Israeli society. **Al-Jamiah**, 21 (2), 79-122. **[V].**

24. *Zubeidat, I., **Dallasheh, W**., & Khalil, A. (2018). Examining the relationships between demographic, socio-emotional, and educational-learning aspects and social anxiety student teachers from Arab society. *DAPIM: Journal for Studies and Research in Education, 70,* 150-183. **[V].**

25. ***Dallasheh, W**., Moed, L., & Zubeidat, I. (2017). Parental involvement in school: Attitudes of teachers in primary schools in Arab society towards the advantages and disadvantages- field research. *Al-Nebras: Science and Society Journal, 10,* 225-255.

26. Zubeidat, I., **Dallasheh, W**., & Khalel, A. (2016). Demographic, socio-emotional, and educational characteristics differentiate students from teachers and teachers from Arab society. *Al-Nebras: Science and Society Journal, 9*, 95-129. [Hebrew]

27. **Zubeidat, I., Dallasheh, W.**, Khalel, A. (2015). Assessment of differences in demographic, socio-emotional, educational-learning aspects among teachers in training suffering from various levels of social anxiety**. Mofet International portal for teacher education**.

Arabic

28. ***Dallasheh, W**., Zubeidat, I, Badarna, A., & Masri, S., Waked, M. (2022). "The impact of cultural identity and educational leadership on the efficiency of the school through the self-efficacy of teachers in the Arab society". *Studies in culture and identity in the Palestinian Arab society in Israel,* 201-244.

29. *Zubeidat, I, **Dallasheh, W**., & Masri, S. (2021). Studying of the emotional and social differences between students of regular education, special education, and integration from the primary and middle school levels into Arab society. *Elhasad, 11,* 55-91. **[V].**

30. **Dallasheh, W**. (2011). "Total Quality Management in Arab Higher Education in Israel - from Theory to Practice", *Al-Nebras: Articles in Education, Science & Society*, 6, 44-74.

31. **Dallasheh, W**. (2006). "Unit Curriculum from Theory to Practice", *Al-Nebras*: Articles in Education, Science & Society, 3, 59-79.

32. Khalil, M. & **Dallasheh, W**. (2004). "Motivation and classroom management, basic principles in the learning process and active teaching", *Al-Nebras: Articles in Education, Science & Society*, 1, 1-31.

33. **Dallasheh, W**. (2003). "Nonverbal Communication in School as an Alternative Feedback", *Al-Nebras: Articles in Education, Science & Society*, 1, 20-27.

D. Accepted for Publication

*Zubeidat, I**., Dallasheh, W**., Masri, S. (2023). Resilience among novice teachers and teacher-interns in Arab society in Israel: Demographic, socio-emotional and educational characteristics. *International Journal of Inclusive Education*. [English] [Q1].

*Kurem, A., Itzik, G., Dallasheh, W. (2023). Violence and protection in Jewish and Arab schools in Israel: the perspective of parents and its implications for interventions to reduce violence. *Rav Gvanim: Research and discourse*. [Hebrew] **[V]**

*Masri, S., Zubeidat, I., **Dallasheh, W**., & Elshaer, M. (2023). Relationship between parental involvement and self-efficacy and self-esteem among Arab adolescents *with specific learning disabilities, within parenting relationships – school.* Chapter in Issuing from *Mahoot* Center. [Hebrew]

E. Articles or Chapters in Scientific Books

(which are not Conference Proceedings)

Published

*Dallasheh, W., Zubeidat, I, Badarna, A., & Masri, S., Waked, M. (2022). "The impact of cultural identity and educational leadership on the efficiency of the school through the self-efficacy of teachers in the Arab society" *(pp.* 2011-2044). ***Studies in culture and identity in the Palestinian Arab society in Israel***. [Arabic]

*Masri, S., Zubeidat, I**.**, **Dallasheh, W**., & Elshaer, M. (2022). Crossing Looks: An Educational Partnership between Parents and Education Teams. In Galit, Y. & Tabak, E. (Eds.), *Relationship between parental involvement and self-esteem among Arab adolescents with a learning disorder* (pp. 273-302)*.* **Resling Editions**. [Hebrew]

*Dallasheh, W., Zubeidat, I**.**, Khalil, A. & Khalil M. (2021). Mentoring. In Schatz Oppenheimer & Silverstrom (eds), Accompaniment difficulties in absorbing the beginning teacher from Arab society in Israel (pp. 175-217). Mentoring, ***Riesling Editions***. [Hebrew]

*Owen, D., Millican, J., **Dallasheh, W**., & Zubeidat, I. (2018). 'Us' and 'Them': The Role of Higher Education within Conflict Societies. In Jackson, S. (Ed.), *Developing Transformative Spaces in Higher Education* (pp. 58-73). ***Routledge Editions.***

F. Research reports

*Zubeidat, I., **Dallasheh, W**., Masri, S. (2020). Basic Principles in Training Mentors for Interns and New Teachers. The Pro-mentors project within the framework of the European Union. Assessment Report. [Hebrew]

*Dallasheh, W., Zubeidat, I., & Khalil, A. (2018). Relationship between psychological resilience and demographic, socio-emotional aspects, and motivation in teaching among novice and specialist teachers. Research Report: The Mofet Institute. [Hebrew]

*Dallasheh, W., Zubeidat, I., Khalil, A., & Khalil, M. (2018). Evaluation of the factors that influence optimal absorption from the point of view of beginning teachers upon their entry into teaching: Proposal of optimal absorption model. Research Report. The induction department, Education ministry. [Hebrew]

Zubeidat, I., **Dallasheh, W**., & Khalil, A. (2015). Examining demographic, socio-emotional, and educational-learning aspects that differentiate student teachers who suffer from different levels of social anxiety. Research Report: The Mofet Institute. [Hebrew].

G. Other Publication

***Dallasheh, W**. (2020). "Accompaniment difficulties in absorption among Arab beginning teachers and interns. "Lecturer in the conference: "Growing up in optimal absorption - optimal absorption as a lever for empowering beginners and interns". Sakhnin College for Teacher Education (March, 2019). [Arabic]

***Dallasheh, W**. (2020). "Teacher's role in an era of change and innovation- Challenges and coping during Corona period. Virtual Conference. Sakhnin College for Teacher Education (March 2021). [Hebrew].

*Zubeidat, I., **Dallashe, W**., & Masri, S. (2019). Basic Principles in Training Mentors for Interns and New Teachers. The Pro-mentors project within the framework of the European Union. Assessment Report. [Englush].

H. Other Works Connected with my Scholarly Field

Conference Proceedings

***Dallasheh, W**., Zubeidat, I., & Masri, S. (2021). Examining the impact of differences in personal-demographic variables on Total Quality Management domains among Arab minority higher education institutions stuff in Israel. 12th International Conference on Education, Training and Informatics (ICETI 2021).

*Masri, S., Zubeidat, I., & **Dallashe, W**. (2021). Peace Education in Societies Involved in Intractable Conflicts: Intervention among the Arab Group as a Case Study. 12th International Conference on Education, Training and Informatics (ICETI 2021).

I. Submitted Publications

*Zubeidat, I**.**, & **Dallasheh, W**. (2022). Investigating the structural model of the relationship between socio-emotional and educational factors with psychological hardiness components among Arab novice teachers and teacher-interns. *Educational Psychology*. [Q1, IF 1.08].

Dallasheh, W. (2022)."Arab Minority in Israel: Sociological, Economical and Educational Challenges**. "Education and Human Development".** Open Access book edited by Lee sdwder and Sharon Waller. [English].

Dallasheh, W. (2022). The Impact of Leadership Styles on Teacher attitudes towards distance learning Mediated Using Digital Tools. *Al-Nebras: Articles in Education, Science & Society*. [Arabic]

*Masri, S., Zubeidat, I**.**, **Dallasheh, W**., & Kupermintz, H. (2022). Fostering emotional intelligence and intergroup empathy: An intervention program for Jewish and Arab adolescents. *Learning: Research and Practice*. [English] [Q2].

Other Publications - Non-Refereed articles

Dallasheh, W. (2016). Specialize in story and poster: A collection of interns and beginners winning stories and posters. Sakhnin College for Teacher Education, Library Editions.

Dallasheh, W. (2016). *Rehabilitation beginning teachers & Inductions to the Changing reality and Era Postmodernism*. Kul Al Arab Press: Website.

Dallasheh, W. (2015). "Assessing the Factors Affecting Best Absorption from the   New Teachers' Viewpoint: An Optimal Absorption Model Proposal". Position paper, submitted to the college president.

Dallasheh, W. (2014). *Partnership Between the Academy & School: A key for the success of the Induction & Beginning Teachers in The Teaching Process*. Kul Al Arab Press: Website.

Dallasheh, W. (2013). Classroom management in the digital age: A Course booklet. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2013). *Meaningful Evaluation: The Ideal Evaluation of Inductions & Beginning Teachers*. Kul Al Arab Press: Website.

Dallasheh, W. (2012). Sociology of education: A Course booklet. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2012). Arab education system: A booklet course. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2012). *Sign Language & Nonverbal Communication in School as an Alternative Feedback*. The Gulf Children with Special Needs, Website.

Dallasheh, W. (2011). Philosophy of education: A Course booklet. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2010). Administration of education: A Course booklet. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2009). Structure Design: A Course booklet. Sakhnin College for Teacher Education Library Editions,

Dallasheh, W. (2008). Education Thoughts: A Course booklet. Sakhnin College for Teacher Education Library Editions.

Dallasheh, W. (2005). *The Students Permanence Department- Achievements and challenges*. Bueina, Local Council: Al Noor Press.

Participation in a Radio programs

Radio: Makan, **1.8.20**22. Interviewer: Raed Diab: Program: Hadeth Al Dahura - Daily current affairs program. The Subject: The effectiveness of online teaching in Arab schools.

Radio: Makan, **20.10.2021**. Interviewer: Raed Diab: Program: Hadeth Al Dahura - Daily current affairs program. The Subject: International conferences - between education in the Netherlands and education

in Israel and in Arab society.

Radio: Gali Tzahal, **6.9.2017**. Interviewer: Rino Tzror. Program: "What is burning". The subject: Opening of the school year in the Arab society.

Radio Makan, **3.9.2017**. Interviewers: Kalman Lieberman. Daily current affairs program. The subject: The Arab society educational picture. Data from the Ministry of Education Arab society schools in Israel.

Radio: El Shams, **25.4.2016**, Interviewer: Rania Henedy, Program: Honey Road. Interview about the findings of an international study results about school homework's.

Radio AL Marsad, **31.12.2015**. Interview on my participation in an international conference in Granada, Spain.

Radio Kol Israel, **15.11.2015**, Iinterviewer: Jackie Khoury. Interview about Academic research in Arab society in Israel: between the present and the desired future.

Radio El Shams, **12.6.2015**, Interview about a conference that I organized in Sakhnin College for Teacher Education. The subject: posters and stories of interns in teaching.

Participation in TV programs

Hala TV**, 27.7.2020**, Interviewer: Al Obra Hussein, Program: "Thus Day – Live". Subject: "Gaps in education between the center and the periphery".

Channel 10**, 25.10.2017**, Interviewer: Dina Dayan, "Out of the Bubble". Educational and social indicators of the corona in Arab society - implications and struggles.

Channel 10**, 23.10.2017**, Interviewer: Dina Dayan, Program: "Out of the Bubble". Subject: "Socio-economic status in the periphery".

Channel 10**, 17.10.2017**, Interviewer: Dina Dayan, Program: "Out of the Bubble". Subject: "The status of women in the periphery".

Channel 10**, 6.10.2017**, Interviewer: Dina Dayan, Program: "Out of the Bubble". Subject: "Gaps in education between the center and the periphery".

Summary of My Activities and Future Plans

PhD in Education Administration, member of Sakhnin College's Supreme Management Committee, senior lecturer in the Advanced Studies Unit, Head of the M. Teach second degree Teaching Program, Head of the Induction Unit, Coordinator of the master's Program – Organization and Management of Education Systems, and Head of the Hi-Tech Program at Sakhnin College for Teacher Education. In addition, head, and member of many important committees inside and outside the college, nationally and internationally, and director of various innovative projects inside and outside the college such as the Hi-Tech program, national resilience project in educational colleges, as well as director of two international projects on behalf of the college in collaboration with the European Union: The Proteach Project and the Promentors Project.

Researcher in the field of teacher training, focusing on various aspects pertaining to the world of teaching staff: teachers, principals, mentors, tutors, interns, novice teachers, and student teachers, such as the educational-pedagogical aspects, personal-emotional aspects, and the social aspects. Additional focus on administrational, managerial, and leadership issues, the relationship between schools and the community, teachers-parents-students' relations, and other topics that arise during the induction period such as teaching-learning-assessment, educational reforms, teaching methods, academic difficulties, emotional-social issues, motivation, self-esteem, satisfaction, depression, stress, anxiety, identity, and other pedagogical issues. The main goal is to gain in-depth insights into the existing reality in order to offer as many as possible intervention programs that can enhance Israeli society in general, and Arab society in particular.

In the last five years, I have received five research scholarships, two from the research authority of the Mofet Institute, another scholarship from the Induction Unit at the Ministry of Education, and another two-scholarship research scholarship from the European Union, which I have used to develop programs and projects to advance the status of teachers, beginning teachers, and the quality of teaching.

My future plans are to continue promoting the status of teachers in general, and Arab beginning teachers in particular, in the hope of improving the quality of teaching in Arab society. For this reason, I started setting up the "Tamkeen" Center at Sakhnin College in cooperation with the Teachers' Professional Centers (Pisgah) – to empower interns and beginning teachers, to address their personal, emotional, social, and organizational needs, and to support them to better cope with their difficulties and challenges during the induction period. This is in addition to further promoting partnerships with school principals and local authorities to continue developing and promoting the optimal absorption model that I built as part of my work as head of the Induction Unit which was published in a refereed international journal – Inclusive Education (Q1), and gained international recognition.

In collaboration with universities from the EU and Israeli colleges, we started building an optimal program for training mentors and tutors - An advanced mentoring program for veteran teachers. The proposed program will promote partnerships between mentors and

tutors with beginning teachers, promote good accompaniment and optimal absorption, strengthen them, significantly reduce the dropout of good beginning teachers from the system, and promote improved teaching quality.

Furthermore, to expand and continue developing the theme of collaboration with Jewish colleges – Arab and Jewish students' teachers and interns learning courses together, such as an internship course that we started two years ago – student teachers and interns from Sakhnin College and from three Jewish colleges learned together. In order to continue the trend, we started to plan in collaboration with Lewinsky College of Education and Tal-Hai-Ohalo College additional courses such as mentors and tutor training courses and courses for beginning teachers.

In the same context of collaboration, we will continue to expand the 'Integration of Arab Teachers in Jewish Schools' Program – training Arab teachers to teach in Jewish schools (where there is a shortage of teachers) in collaboration with the Merhavim Institute. The main goal of the program is to strengthen the coexistence between Arab and Jewish students and teachers. In addition, to create new jobs for Arab beginning teachers in Jewish schools due to the lack of jobs in Arab society (over 8000 unemployed teachers).

Of course, I will continue with applied research to promote education and teacher training in Israeli society in general, and in the Arab society in particular.