Alumot program fellows

Ireland January 2020

אלומות

מובילים הכשרת מורים באקדמיה

رُوَاد تَدرِيبْ المُعَلِّمِين الأَكَادِيمِيّين

● Abu Galion Turky, Ph.D

Director of the Tel Sheva Pisgah Regional Center, Southern District, Ministry of Education.

Abu Galion is responsible for the professional development of 7000 teaching staff at all stages in six local councils and two regional councils, leading professional development, constructing and developing learning frameworks for the target population, and acting as coordinator between the district and the professional development in the Pisgah Center.

He is a member of the Board of Directors of the Tamor Center for Science and Excellence, and a lecturer in the field of using technology in education at Kaye Academic College of Education, Beer-Sheva.

Abu Galion holds a PhD from the Department of Education at Ben-Gurion University of the Negev. His field of research is social and developmental transitions among Bedouin Arabs: changing values and perceptions of transitional communities.

His other two master degrees MA in teaching & learning with ICT, and the other, in teaching science, technology & mathematics – STEM, with Specialty in Mathematics. Both master degrees are from Ben-Gurion University of the Negev.

● Avigail Aravna

Director of the Teacher Education Training programs in Digital Learning, Department of Technology and Information Systems, Israeli Ministry of Education, and has developed long-term co-learning techniques for teachers and students to benefit from the digital revolution. With technology enhanced learning (TEL) disrupting education systems throughout the world, and with new possibilities and approaches, bringing confusion to the classroom, Aravna works to implement new processes in schools, particularly in EdTech.

Aravna had taught in the formal education system for 10 years, meeting the challenge of working with 40 students in a classroom, creating personalized learning materials and interacting with students at a sensitive time in their lives. This experience motivated her to review education models in other countries in the search for constant improvement in her work. She specializes in Jewish history and is currently a PhD candidate at the Hebrew University of Jerusalem and a member of the Honors Program at the Jack, Joseph and Morton Mandel School For Advanced Studies in the Humanities.

● Asher Tali

Lecturer in Literature and Education and Head of the Tyutot Literary Center at Kibbutzim College.

Asher is a graduate of the Mandel Leadership Institute, and currently a doctoral candidate at the School of Culture Studies at Tel Aviv University and a Research Fellow at the Shalom Hartman Institute. Her children's book *Grandmother Required* (in Hebrew) was published by Zeltner Publishing House in 2018.

Asher is on the boards of the Agnon's House Association (Shai Agnon's heritage) and of the Ruah Tseira Association (Humanities for Youth).

● Avissar Nissim, Ph.D

Israeli educator, clinical-social psychologist, and qualitative researcher.

Avissar has published and presented work on the interplay between education and psychology on the one hand and politics, social responsibility and political engagement on the other hand, particularly within the Israeli context. His current research focus is issues of ethnicity, particularly within Jewish-Israeli society, including the Ethiopian community in Israel and Mizrahi Identities.

He is the author of several books, teaches at Kibbutzim Collage of Education and at the School of Psychology in the Interdisciplinary Center, Herzliya (IDC).

● BarOr-Bing Noga, Ph.D

Teacher at the Hebrew University of Jerusalem and the David Yellin College of Education.

BarOr-Bing was born and raised in Jerusalem, in a typical modern-orthodox family, and her IDF service was as an Educational Commander to soldiers from the Former Soviet Union. Many of these soldiers were not recognized as Jews, and it was there that she learned about different perspectives on Judaism, Jewishness, and identity which led her to apply to the prestigious Revivim program at the Hebrew University, which trains teachers to teach Jewish studies to secular students. Her Ph.D. dissertation, Women in the Hassidic World, conducted a vigorous analysis of Hassidic texts, especially regarding spousal relations, based on interviews of Hassidic women regarding the disparity between the written word and its practice. She teaches at the Hebrew University and the David Yellin Academic College. As part of her work at the Hartman Institute she directs and supervises the Department of Teaching Jewish Thought in a secular school. She supervises secular principals and teachers striving to make Jewish studies and ethics relevant to today's secular youth.

● Ben-Tov Ido

Teacher in Hyovel high-school, Herzlia, and the manager of the "Jam Tech" project initiated by the Ministry of Education to develop and implement interdisciplinary pedagogy in the technological education.

Over 25 years of experience in Israeli based international high tech companies in different management positions. Ben-Tov holds an MBA degree from Edinburgh Business School at the Heriot-Watt university, United Kingdom, and a B.Sc. in Economics and Computer Science from Bar-Ilan University, Israel.

● Ben-Gal Dahan Anat, Ph.D

Diagnoses and lectures in the field of learning functions.

Ben-Gal Dahan holds a B.ed in science education from the David Yellin College, an MA from the Department of Learning Disabilities, Haifa University, and a Ph.D from the University of Haifa in the field of learning functions of young adults with schizophrenia.

Her postdoctoral research, at the Mofet Institute, is in the field of emotional availability of teachers who teach at-risk youth.

● Cohen Adar, Ph.D

Head of the Teacher Education Department at the Seymour Fox School of Education, Hebrew University of Jerusalem.

Having studied Law [BA] and Political Science [BA and MA], he received his PhD in Education from the Hebrew University in 2018. Cohen obtained his Teaching Certificate from The Kerem Institute for Jewish & Humanistic Education in 2004, then working as a high-school Civics teacher (*Politische Bildung*) and serving as National Inspector of Civic Studies in the Israeli Ministry of Education (2008-2012). During this period, Cohen also served as Head of the Civics and Coexistence Education Department in the Israeli Ministry of Education, working with teachers and principals from all sections of the Israeli education system (Jews and Arabs, secular and religious).

In 2013 he began teaching in several teacher education programs and wrote his Ph.D dissertation *Walking Fearlessly on a Tightrope: The Controversial Work of Civic Teachers – The Israeli Case*. His research focuses on teachers' perspectives on teaching and educating towards democratic citizenship in a conflict ridden society, with severe internal and external political conflicts, and he has published several articles in Hebrew on the topic of political education in Israel.

● Deutsch Yaacov, Ph.D

Head of the History Department, Hebrew University of Jerusalem.

Deutsch's works focuses on Christian-Jewish relations in the early modern period. He is a member at the Teaching Committee and a member of the Research Authority at David Yellin Academic College of Education.

● Eyal Osnat, Ph.D

Supervisor at the Ministry of Education.

Eyal is co-leader for Collaboration with the Tel Aviv Department of Education for ages 3-18, a Learning-Disabilities Coordinator for the Tel Aviv District, an Organizational and Strategic Counselor to principals and authorities, and a lecturer in academic institutions. Eyal's vast experience in both formal and informal education includes supervision of 65 elementary and high schools in 12 local authorities, serving as a CEO of Informal Education for 11 community centers in northern Israel. She founded an elementary school and was its principal for 13 years, for which she was awarded Israel's Education Prize. In addition, she is a lecturer to teachers and principals. As a PhD in Political Science, her research area is school management and organizational citizenship behavior.

● Friedler Avishay

Digital Learning strategist and Product Manager at Campus IL, Israel's national digital learning venture, where he leads the field of education, colleges of education, and teachers' professional development. He is an educator and entrepreneur.

In his previous position, he was CEO of *To Be Education*, an educational start-up specializing in smart role-playing and problem-based learning.

• HaCohen Uriah Reuven, Rabbi, Ph.D

Lecturer on education and Judaism in the graduate school at Bayit VeGan College of Jerusalem, as well as facilitator at the School of Educational Leadership.

HaCohen Uriah is a rabbi and teacher at Derech Avot High School and the Mahanim High Yeshiva, as well as a lecturer and facilitator in workshops for principals and in teacher education. He leads pedagogical training courses. His areas of specialization in Judaism are Talmud and Jewish philosophy, and he teaches Kabbalah, Hasidism and modern Jewish thought.

HaCohen Uriah studied at a Yeshiva, was trained in management at Tel Aviv University and he is a graduate of the Mendel Educational Leadership School in Jerusalem. He holds a BA and MA in General and Jewish Philosophy and obtained his PhD from Bar-Ilan University. HaCohen Uriah served as rabbi and a Director and Head of the Shacharit High School Yeshiva in Kfar Maimon.

• Hadar Linor, Prof

Associate Professor at Beit-Berl College in Israel. Hadar developed and now heads a new graduate program for primary education. Her research focuses on the study of curricula and pedagogy, including alternative pedagogies, communal learning, teacher end teacher educators' pedagogical experience, and professional learning of teachers and teacher educators implementing pedagogic innovation. One of her specific interests is Thinking Education, focusing on its thinking education is implemention in curricula and teaching. She also studies the challenges involved in scaling up pedagogical innovation within schools and the education system at large. In her recent book, *Teacher Educators' Professional Leaning in Community* (Routledge, 2017), she summarizes seven years of research.

• Kadan Sameer, Ph.D

Head of the Early Childhood track at the Arab Institution at Beit Berl college.

Kadan has a PhD in social work, and his research interests cover education for minorities, identity, race and education, and majority minority relations. He also works at the Center for Psychological Counseling Services, Israeli Ministry of Education Israel.

• Kapah Yohanan, Ph.D

Dean of Students at the Orot Israel College of Education in Rehovot and a lecturer of Biblical Studies.

He also directs and supervises the program for empowering students of Ethiopian origin and their teacher-education studies.

Kapah was honorably discharged as a Major from the IDF Intelligence Corps. After more than a decade of Jewish studies at yeshivas, Kapah was ordained to the rabbinate by the Chief Rabbinate of Israel. Following ordination, he studied at Bar-Ilan University, obtaining his PhD. His dissertation was a study of Sephardic exegesis in the generation preceding the 1492 expulsion of the Jews from Spain.

● Lev-Hekelman Batya

In charge of Humanities, Arts and Education in the Academic Division at the Council for Higher Education in Israel (CHE).

Lev-Hekelman is a graduate of the Hebrew University of Jerusalem in Political Science, and holds an MA in Public Policy from the Federmann School of Public Policy and Government at the Hebrew University of Jerusalem.

The CHE is a statutory corporation, established in accordance with the Higher Education Law of 1958. It is responsible for higher education in Israel, including the creation of policies for the higher education system nationwide. Hekelman joined CHE in January 2004 as a coordinator for colleges of education. In 2006 she coordinated the work of the CHE Ariav Committee, which determined the Ariav Format, the guiding principles for teacher education programs in all higher education institutions in Israel.

Since 2016 she has been responsible for the accreditation of new degrees and programs in the fields of Humanities, Arts and Education.

● Masry Herzallah Asmahan, Ph.D

Head of the Professional Development Center, Al-Qasemi Academic College.

Masry Herzallah has a BA in Geography, an MA in Geography and Urban and Regional Studies, an MA in Educational Policy and Management, and a Ph.D in Geography – all from the Hebrew University of Jerusalem. From 2006 to 2013 she taught at the Arab Teacher Training Institute at Beit-Berl College, where she heads the Department of Informal Education. Since 2011 she has been teaching at the Academic Studies Center in Or Yehuda, where she has served since 2015 as Head of Graduate Program in Educational Leadership and Administration and Head of the Teaching and Learning Center. In 2017 she became a Lecturer at the Hebrew University of Jerusalem, and in 2019 at Al-Qasemi Academic College, where she serves as Head of the Professional Development Center.

● Nahary Gali, Ph.D

Responsible for the Induction and Entry into Teaching Department at The Israel Ministry of Education.

Nahary has a Ph.D in Gender Studies from Bar-Ilan University, an MA in Jewish Education and a BA in Zoology, both from the Hebrew University of Jerusalem. Her research on identity issues of Jewish religious women focuses on their sexual experience. Nahary joined the Halev Center for Simulation in Education at Bar-Ilan University as Content & Development Manager (2012-2018), where she developed an innovative structured way for simulated daily educational situations for staff members such as teachers, principals and inspectors, using professional actors in a filmed environment. She was then selected to head the new National Simulation in Education program (2016-2018), leading 15 new simulation centers influenced by the method developed by Halev Center. Since 2018, Nahary has been Supervisor of the Educational Workers Administration in the Department of Induction and Entry into Teaching, leading the mentoring of the teachers in their first two years of work. The department also develops methods for optimal induction of new teachers into the field.

● Paul Binyamin Ilana, Ph.D

Dean of the Faculty of Education at Beit Berl College, Israel.

Paul Binyamin's previous positions included founder and co-director of the Center for Education for Shared Society, Head of Education studies and Head of the Excellence Program, all at Beit Berl College. Her research interests include shared society, multicultural education, and the interaction between majority and minority groups. Her courses are Multicultural Education, Education for a Shared Society, Qualitative Research Methods and Action Research.

● Qadan Enas, Ph.D

Qadan has a BEd in Computer Science and Mathematics, an MBA in management specialization, and a PhD in Educational Administration. Her PhD research dealt with The Cultural Dimension of Arab Principals and Its Relation to their Administrative Tactics for Influencing Employees in the Arab Minority in Israel. She is one of six Israeli experts at EPoC – Evaluation of Potential Creativity from ICIE in Germany.

Qadan has been a lecturer in Alqasemi Academic College in both the BEd and MEd programs of Educational Leadership and Creativity and Growth Mindset in Developing Societies since 2010. She has also started researching these fields. Last year Qadan and her colleague developed a computerized system for measuring teacher knowledge through the TPaCK model called Madim.

● Ron Saleit, Ph.D

Head of the Training Program for Elementary School Teachers as well as Head of the Teacher Education Program for Elementary School teachers at Oranim College. Prior to assuming this position in 2018, she was Director of the Mathematics and Science track at Teach First Israel from 2013-2018, and, since its establishment in 2002, Head of the Education Department at Ramat Hanadiv. Ron was also Director of the Israel Programs Center at the Jewish Federation of Northern New Jersey and Director of Science Studies at the Western Galilee Teachers' Center. She also lectured on the subjects of education and science and was a pedagogical instructor at the Ohalo College of Education and a science teachers' guide in schools in Jerusalem (Experimental School) and in the Galilee. Ron holds a Ph.D in science education from the Technion.

● Shenhav Shmuel, Ph.D

Shenhav was a secondary school teacher and principal for twenty years and is currently engaged in training school principals within the Israeli religious state education system as Head of the Program for Teachers' Education and Head of the Graduate School at the Jerusalem College. His research interests are educational systems management and literary studies of the Agada in Talmudic midrash.

● Smirnov-Oknin Inna, Ph.D

Lecturer and teacher educator at Kaye Academic College of Education, Beer-Sheva, Israel.

Smirnov-Oknin is the Head of the English Department and the Junior-High School Educational Program.

Her research interests include teacher education, project-based learning, academic literacy, and teaching English as an additional language.

● Steinberg Nili, Ph.D

Head of the School of Physical Education and Teacher Education, and Head of the Anatomy Lab, as well as serving as senior lecturer at Wingate College.

Since 2000 she has been studying and researching young dancers' health, with the research data providing practical tools for dancers, dance teachers, and medical staff towards understanding, analyzing, and treating young dancers' injuries. In her present and future research in the field of dance medicine and science, the focus is joint range of motion, hypermobility, growth, development and dance practice, anatomical anomalies, postural balance and proprioception and risk factors for injuries. Steinberg's research goal is to combine theoretical and practical knowledge in order to develop science-based tools for promoting young dancers' health, mainly by exploring the importance and advantages of the screening and intervention programs during growth and development progressions.

● Turin Ornat, Ph.D

Head of the Media Education Department at Gordon College of Education in Haifa, Israel.

Turin completed her Ph.D in communication at Tel Aviv University, under the supervision of Professor Dafna Lemish.

She is a social activist in peace and feminist grassroots organization.

Managers

● **Claster Keren**

Manager of the Alumot Program.

Claster holds an MA in organizational consulting and management.

Her professional career has focused on executive positions in the social and public sectors, with emphasis on the fields of poverty, dealing with social gaps and improving the management of local municipalities.

Claster has been a consultant to numerous educational organizations and schools through one of the large educational reforms in Israel.

● **Chadash Gil**

Manager of the Academia-Classroom Initiative at MOFET Institute, since 2016.

The Initiative, which aims to improve the quality and efficiency of teachers education, also works to promote cooperation between the regional and municipal education departments and the academic teachers education institutions. Prior to this role, Chadash served as Principal of the Nadav Democratic School in Modi'in. He is co-founder of the Nirim Youth Village for at-risk youth in Bustan Hagalil, where he served as principal and deputy director.

Chadash began his career in education as a teacher in the Gilo Regional School in Jerusalem, Head of the Self-Leadership Program at the Branco Weiss Institute, and co-founder and counselor in the first secular army preparatory program, Nachson. He also served as a counselor in the summer camps of the Bnei Brit youth movement in the United States between 1999 and 2006.

● **Grinboim Dafna**

Administrative Coordinator for the Group

Grinboim bringing to MOFET Institute twelve years of producing events at the Open University of Israel.

She coordinates all needs of the Alumot group, as part of monthly seminars.

Her job is to organize and coordinate all administrative needs, among them print productions, hotel room reservations, lecturers, shuttles, refreshments, flights, and all other details that go into creating successful events.

Alumot Leadership Reserves: Agents of Transformation in Teacher Education

Alumot is a joint project of the Ministry of Education and MOFET Institute aimed at consolidating senior leadership reserves in the teacher-education system in Israel. The program was established to promote a mutual language for discussing key challenges in teacher education, to build trust amongst senior actors in different power positions, and to establish a network of leaders who, collectively, foster significant transformations. The project aims to train and promote professional leaders who operate in the eco-system of teacher education in Israel: Practitioners, theorists, and policy makers from the academia, the field, and the Third Sector to become cenior management.

Alumot offers a 300-hour training program, focusing on four issues:

Collaborative statehood: Working toward the common good through understanding the needs and narratives of all segments of Israeli society, aiming for inter-sectorial collaboration in problem resolution.

Leadership in a changing world: Preparing educators to meet the changes in learning and the data growth that challenges traditional academic perceptions to meet the needs of students in 1st century.

Multiple standpoints: A multi-lens review of teacher education in Israel, seeing beyond the education system and farther into industry, economics and medicine). Taking a close look at the inner works of teacher education systems in Israel and abroad, in order to broaden our horizons, to adopt new approaches, and to acquire skills and abilities.

From learning to practice: Converting learning into a productive process, preparing policy papers, proposing innovative models of entrepreneurship, and modifying them for the teacher education context.

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