

**The field of educational administration and the Arab society in Israel: Unique purposes
and challenges?**

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In this article, the author argues for the foundation of the field of educational administration that is specifically oriented towards Arab educational contexts, and is critical about the adoption of 'alien,' imported theories and concepts 'blindly.' Underpinned by literatures from sociology of knowledge, educational research and epistemology of sciences, the development of educational administration as an Anglo-American field of study is briefly analysed, followed by an attention given to the many distinctions between Arab educational systems and school leadership and those in Anglo-American nations. The paper concludes by suggesting some challenges for scholars and researchers from Africa whose main focus is on educational administration and leadership, such as the generation of applied knowledge from and for the African educational system, as well as the exploration of new areas of study that are unique to the African contexts.

**The role of the Palestinian civil society in Israel as a safety net for the
disadvantages**

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This pilot study is to highlight the role of civil institutions within the Palestinian Arab community in Israel as a safety net for the disadvantages. We follow the model in which the safety net is the non-official safety net characteristics which are consistent for all three models known in the disadvantages areas: relief, rehabilitation and development. In this study, we adopted the qualitative methodology through the use of half-built interviews.

We concluded that the model used in the Palestinian society in Israel includes relief (financial and non-financial) and rehabilitation (essentially provide educational grants), and initiatives, particularly in recent years, to go towards the development model (finance profitable projects for the disadvantages).

Four types of institutions that provide financial support for the disadvantages within the Palestinian Arab community in Israel were spotted: continuous Zakat committees, which belong to the North and South Islamic Movements, seasonal Zakat committees (limited to work primarily in the month of Ramadan), continuous charities serving sector or certain special categories or specific families or even individuals pioneers to places of worship, and finally seasonal associations (working in the seasons and occasions).

Results of the study are consistent with the information contained on the civil work within the Arab community in Israel, which refers to the lack of focus on social issues, especially by associations with secular orientation.

We interpret the role of civil society in the Palestinian territories as a relief network safety, with rehabilitation-oriented and signs of development within three factors: devote the bulk of its effort in securing driven aid across the occupied Palestinian

territories, control of the Israeli authorities and the realization of fragmentation on a sectarian, religious, political and familial basis.

We finished the study with questions about the future role of civil society in the Palestinian territories as a safety net for the disadvantages in light of the fact that is mostly associated with parties and movements, and its dependence on foreign funding, which reflects the extent of his commitment to the legitimacy of the demands of the Arab minority in Israel and his agenda in general.

Challenges facing novice Arab principals

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Abstract

This paper identifies challenges facing novice Arab school principals, as perceived by newly appointed principals in the Arab education system in Israel and the coping strategies they develop to cope with these challenges. Data was gathered from interviews with 20 Arab school principals with a 1-3 years' experience in the induction stage of the possession of a principal. Findings clarify how the principal's perception of their new role alters during the transition from a teaching position to a management position. In contrast to their past knowledge of work as teachers they now face a managerial role demanding greater collegiality, where they must relate to new spaces of action (school at the level of the class, level of the organization and schools interfaces with parents, local government, and its education department and government superintendents etc.). Moreover, the findings show that there are 3 distinct stages of induction into the principal possession, (1) transition from teaching to management involving much vagueness, (2) a second stage of facing and managing challenges and blocks and (3) a third stage characterized by the construction of a school culture, marking school boundaries and determining a compass for future action. These three stages have implications for principal-teacher relations and the communication patterns between the principal and different stakeholders and with the school community. These findings relating to the challenges of the transition from teaching to management have implications for the quality of novice principals' coping strategies in the context of the Arab education system.

Keywords: Novice principals, induction, managerialism, Arab education

School Culture and Professional Performance of Teachers in Special

Education Schools

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Abstract

I have examined the studying of the school culture and its impact on the professional performance of teachers in special education schools. School culture is considered one of the bases in the creation of the school development through the construction of the mobility and the development of the educational process at the school. This reflects on the professional performance of teachers and the level of activities and events that they do (Koole, 2007).

The interview which was completed in filling a form acquainted us with the prevailing views examined. Positions and objective data for the participation in the research, in terms of school culture and its impact on the professional performance of teachers in the special education schools were collected. It enabled us also to detect areas of benefit obtained by the special education students in terms of behaviors and social studies skills and educational liking for the school and the raising level of motivation and perseverance they have.

It is evident that the results of school culture have a significant impact on the professional performance of teachers and the educational activity in special education schools, where the recent requires great caution in planning and action. Most of the participants in this research beholding with great importance to the school culture and the level of planning and to the programs and action of the school administration, because it directly affects the teachers and their professional performance. This result supports the statement in several previous studies, also recommended in this research emphasizing the importance of school culture to be built methodologically in terms of planning, and application, for its impact on the professional performance of teachers. **Keywords:** school culture, professional performance of teachers, special education school.

The Poetry of Naser Amjad: Basic Features and Trend of Poetic Changes

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This study shows that Naser's poetry does not settle on specific features, it always fluctuates and follows different poetic contents and styles in search of the poem that will satisfy the poet and express his feelings well.

As the outward structure is concerned Naser began to write the rhythmic poem and later he turned to writing a prose poem.

As the poetic content is concerned, we notice that every one of his books forms a new and different stage as his first poetry book *Praise to Another Cafe* depicts the Bedouin's chock as he moves from the desert to the city. In his second poetry book *Since Gilad Was Climbing the Mountain* Nasser deals with the theme of solitude and exile and feeling strange and the sense of loss and loneliness, all of these themes are apparent in his later poetry book *The Shepherds of Solitude*. In his fourth book *The Arrival of the Strangers* the question of separation from the past arises and the acceptance of the exile and the real world as a perpetual state and not a temporary or a passing one. But in his fifth poetry book *Pleased Who Saw You* Nasser deals with desire and body and describes an erotic and sensual experience. Skipping to his sixth book *The Rise of Breaths* Nasser relates to the biography of Abi Abdalla Al-sagheer, the last of Granada's kings bringing the historic event to express a contemporary emotional experience, i.e., the feeling of loss. But in his seventh poetry book *Life as an Interrupted Narrative* Nasser relates to different and separate sections of his past and modern life adhering to actual daily details.

Nasser's poems are also distinguished by daringness and avoiding the normal and the taken for granted poetic measures related to content and structure. One feature of this daringness as far as the structure is concerned is writing the prose poem which appears as a typed mass as in his poetry book *Life as an Interrupted Narration*. Writing according to this poetic pattern expresses the density of breaking the taken for granted poetic traditions which restrict the poet as to take a certain unified rhythm. As far as the meaning is concerned, the poet deal with the concept of a sensual desire dealing with this concept is in itself a poetic adventure, since the concept of sexual desire is a taboo in the Arab society.

A New Way of Looking at Adverb But Adverb Constructions
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The English contrastive conjunction *but* has been analyzed and discussed by numerous researchers with the aim of investigating its various meanings and functions. The purpose of this article is to propose a new view of a unique and rather neglected pattern *adverb but adverb* within the framework of construction grammar as formulated inter alia by Hilpert (2014), Goldberg (2003, 2006, 2011) and Gisborne and Trousdale (2008). The main proposal in this article is that the pattern *adv but adv*

qualifies as a construction in English and accordingly displays characteristics of a construction. The article is divided as follows: Section 1 describes in brief some of the earlier research on the conjunction *but*. Section 2 provides a description of the main principles and assumptions of construction grammar. Section 3 presents an analysis of *but* based on these assumptions. Section 4 describes a schematic taxonomic hierarchy in order to demonstrate the place of the construction in the speaker's knowledge of language. Section 5 concludes the discussion and suggests some theoretical implications of the analysis, its contribution to the study of language and suggestions for future research.

The Quiet Revolution: Teaching Programming and Computer Science to young children

Dr. Moanes Tibi

Dr. Khaled Asad

Abstract

It became clear that this era is characterized by rapid technological changes in almost every domain of our life. Due to the widespread use of various computer applications in all school levels, in workplaces and at home, the need for people with important skills for working with computer applications and people with capabilities to develop such applications is increasing.

Recently, many researchers have increasingly realized that there is a need to start teaching the principles of computer science and programming in schools from an early age. Various articles point to the importance of taking up foundations of programming and computer science at the elementary school so the process empowers learners with the ability to develop essential skills, such as problem solving, algorithmic thinking and creativity. These skills are essential to any graduate in the concurrent technological world.

This article tries to deal with the question: Where are we in Arab schools from this demand? The purpose of this article is to consider this question and to offer recommendations on options related to the integration of the study of computer science and programming in the local Arab schools, particularly elementary and junior high schools.