

An Innovative Model for Developing Middle Leadership in Arab Schools in Haifa District,

Israel

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Research goals

To examine the influence of participation in developing middle leadership program on self-efficacy and professional effectiveness among Arab teachers in Haifa district in Israel.

Theoretical model of developing middle leadership



The development of middle leadership in Arab schools in Israel is a fundamental issue of professional development in the 'Etagarim-challenges' program. Central issues include improving the quality of teachers and principals and empowering school principals. The goal is to establish frameworks for school officials; the target population is middle leadership in schools; the milestones are identification, training and empowerment; and the work method is to use simulation workshops as a platform for professional development.

According to this model, school coordinators receive special training in order to develop educational and pedagogic leadership with a high level of self-awareness that is motivated by values and ethical and professional codes, in addition to the tools and skills required for instilling far-reaching changes in the educational systems in which they operate.

In Addition, According to this model of middle leadership development, the cultivation of educational middle leadership to develop, improve and polish excellence will facilitate the enhancement of student potential. Furthermore, it will enable the realization and refinement of an educational system which constantly strives for professional, ethical and civic excellence, as well as increasing the system's capacity to implement changes and initiatives that will allow the best responses to the variety of challenges that face the educational systems at various levels: school, community and regional.

Method

Research design: Quasi-Experiment with experiment and control group.

Sample: included 600 Arab teachers from Haifa district in Israel (300 teachers-experiment group (24 schools) and 300 teachers -control group (24 schools)).

Instruments: Self-Efficacy questionnaire of Chen and Gully (1997); and professional effectiveness questionnaire of Elmor and Forman (2012).

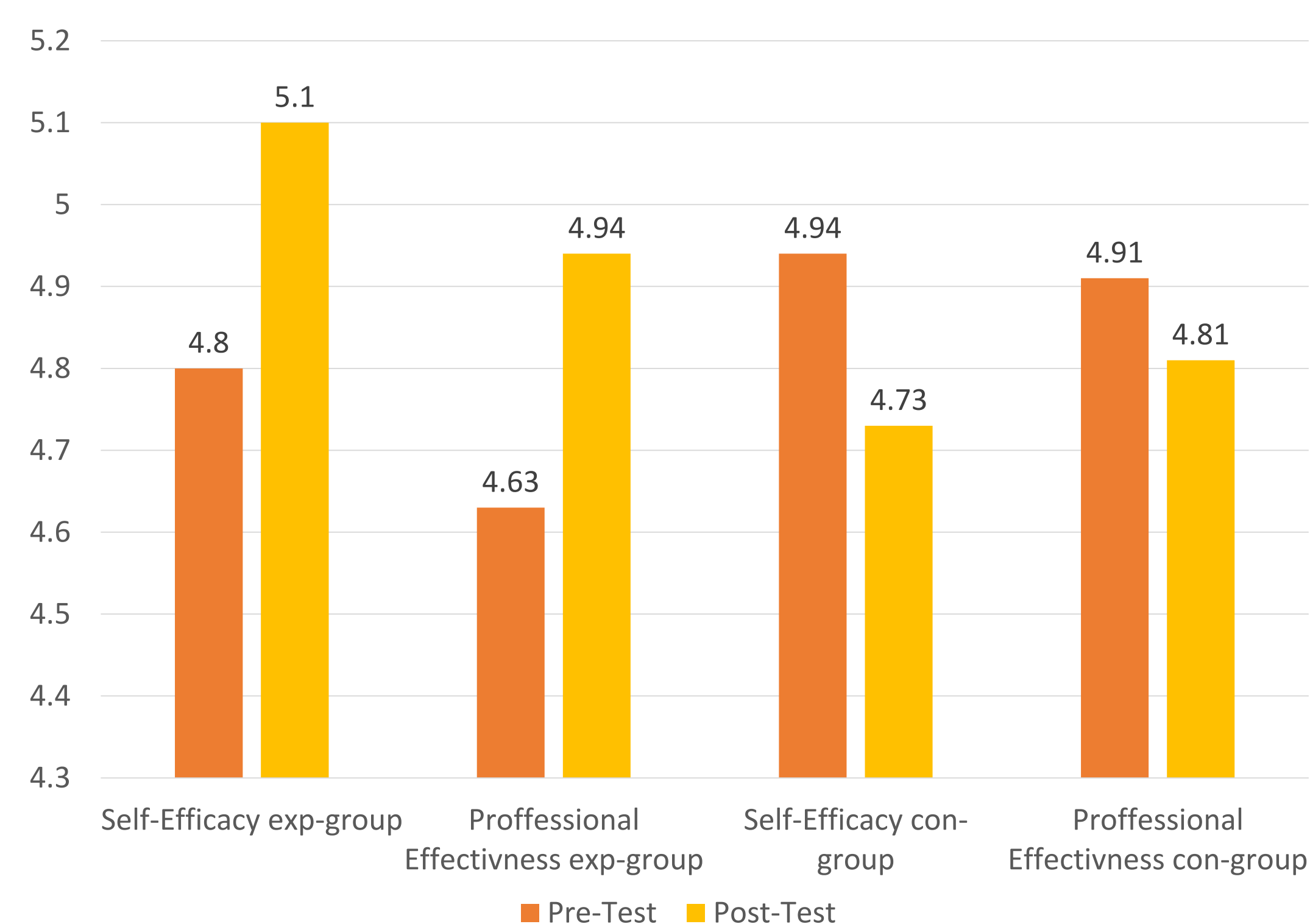
Results

Table 1: Differences of self-efficacy and professional effectiveness between pre-test and post-test among experiment group

	Pre- test n=300		Post test n=300		Value t(600)
	Mead	Sd	Mead	Sd	
Self-efficacy	4.8	0.97	5.10	0.97	2.43*
Professional effectiveness	4.63	1.00	4.94	0.97	2.41*

Table 2: Differences of self-efficacy and professional effectiveness between pre-test and post-test among control group

	Pre- test n=300		Post test n=300		Value t(600)
	Mead	Sd	Mead	Sd	
Self-efficacy	4.94	0.9	4.73	0.86	1.84
Professional effectiveness	4.91	0.88	4.81	0.81	1.79



Conclusion

The participation in developing middle leadership at 'Etagarim-challenges' program influenced positively self-efficacy and professional effectiveness among Arab teachers.