

[DOI: 10.20472/IAC.2019.050.019](https://doi.org/10.20472/IAC.2019.050.019)

WURUD JAYUSI

Beit Berl Academic College & Mofet Institute, Israel

ZVI BEKERMAN

The Hebrew University of Jerusalem, Israel

YES, WE CAN! - PALESTINIAN-ISRAELI TEACHERS IN JEWISH-ISRAELI SCHOOLS

Abstract:

The goal of the study is to gain a better understanding of the experiences of Palestinian-Israeli minority teachers when teaching at majority state Hebrew secular schools in Israel. Specifically, the objective is to describe and analyze the role of the teachers' work-related experiences in shaping their sense of self-efficacy, job satisfaction, the acculturation process, and how all these affect their feelings regarding their potential role in helping break down stereotypes and misconceptions about the Palestinian-Israeli minority. Data were gathered from 15 interviewees, who described their experiences, feelings, and perspectives about their work. Findings indicate that Palestinian-Israeli teachers experience a strong sense of self-efficacy, satisfaction, and positive relationships with students, parents, and colleagues. Participants expressed the belief that their work helps reduce prejudice and increases mutual understanding among the groups in conflict, through successful acculturation, despite some difficulties.

Keywords:

Minority teachers, Palestinians, Israel, prejudice, acculturation

JEL Classification: I24, I28, I32