**Implementation of Co-Teaching in Arab Schools in Israel as an Attempt to Manage Class Diversity: Reflections and Recommendations**

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The demand for meaningful learning in order to promote creativity and innovation obliges teachers to promote innovative teaching methods, such as problem-based learning, project-based learning, individualized learning, etc., alongside existing conservative methods. Co-teaching unites the newer generation of teachers with the older, creating good interconnection and benefitting both parties. On the one hand, the new teachers learn from the experience of the veteran teachers and acquire the teaching methods appropriate to the school. On the other hand, the new teachers, together with the academic staff, expose veterans to updates in the academic research of education, and express young, refreshing thinking that improves the teaching experience.

Co-teaching deepens the interpersonal communication between teachers and students, and enables personal and group communication with students while responding to the heterogeneity of the students and the diversity of teaching methods. This is also reflected in the lowering of the teacher-pupil ratios in the classroom resulting from additional manpower in the crowded classrooms. A second teacher in the class allows for a more personal approach, diversity management and concrete options for meaningful learning in the classrooms. The students profit from the strengthening of meaningful learning in the classroom and improvement in study and educational achievements as a result of the addition of new teaching staff and the possibility of receiving more personal and varied attention that facilitates effective management of classroom diversity.

Five Arab schools in Israel participated in the Co-teaching program. This included 22 pairs of veteran and new teachers. The lecture will present the model for Co-teaching in the school, reflections from the first year of implementation, and recommendations for the future.

**Key words**: Co-teaching, Diversity management, Meaningful learning, Interpersonal communication.