**The level of innovative thinking among the teachers of the Arab community in Israel**

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**Abstract**

The aim of the study is to examine the level of innovative thinking among the teachers in the Arab community in Israel and its relation to the demographic factors.

**innovative thinking** is an important issue for the advocates of the development and advancement of society in all fields. Therefore, It is a must that our schools and universities pay constant attention to providing appropriate opportunities to develop and improve students' creative thinking skills in an organized and targeted manner. This highlights the role that educators have in dealing with education as a need and necessity for people to adapt to the latest developments in their environment. It is important for educators to be innovative enough to be able to develop innovative thinking among their students (Abu Jala, 2012).

**Innovative thinking** was defined by Guilfford (1959) as an open-minded thinking, in which production is characterized by a unique characteristic of the variety of answers which are not limited by data or information. Torrance (1993) sees innovation as recognizing gaps and imbalances in information, missing elements and inconsistencies that have no learned solution, then looking for indicators in the situation and in the individual's information in order to formulate hypotheses to fill and test these gaps, linking results and making adjustments In order to find new solutions, linkages using available data and communicating results to others. Perkins (1991) defined it as the kind of thinking that leads to production characterized by novelty and authenticity, as well as a number of other capabilities.

The research is based on the quantitative research methodology. The research sample is based on the teachers in the Arab education system in Israel. I am using the demographic variables questionnaire and the creative thinking questionnaire (Dyer, Gregersen & Christensen, 2008). SPSS also is used to process and analyze data.

I expect the results to be as follow:

The level of innovative thinking among the teachers in the Arab community in Israel is low.

There are no differences in the level of innovative thinking among Arab community teachers in Israel due to the gender variable.

 There are differences in the level of innovative thinking among the teachers in the Arab community in Israel due to the variables of academic education, seniority at work, specialization, religion, majors, living

There is a predictive rate of demographic factors in the level of innovative thinking among teachers of in the Arab community in Israel.