

PERSONAL INFORMATION **Victoria Nizan**

PERSONAL STATEMENT **Curriculum Vita**

WORK EXPERIENCE

- 1993–Present **High school English Teacher**
Ministry of Education, Petah Tikva (Israel)
English Teacher at Ahad-Ha'am high school in Petah-Tikva. I have been teaching all levels including gifted classes. As of 2011 I also teach translation. Since 2016, I also teach diplomacy.
- 1992–1993 **High school English Teacher**
Ministry of Education, Petah Tikva (Israel)
English Teacher at Ben Gurion high school in Petah-Tikva.
- 1991–1992 **Junior High English Teacher**
Ministry of Education, Petah Tikva (Israel)
English Teacher (substituting) at a junior-high in Kiryat Ono

EDUCATION AND TRAINING

- 2016–Present **PhD Student in history**
Babes Bolyai University, Cluj (Romania)
Currently working on my PhD in history
- 2006–2010 **MA in Contemporary Jewish History and Jewish Art**
The Schechter Institute of Jewish Studies, Jerusalem (Israel)
Graduated with honors
- 1989–1992 **English Teaching Certificate**
Beit-Berl University, Kfar Sabba (Israel)
- 1980–1984 **BA in French literature**
Tel-Aviv University, Tel-Aviv (Israel)

PERSONAL SKILLS

Mother tongue(s) **Hebrew, French**

Foreign language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills Excellent skills due my experience as a teacher

Organisational / managerial skills 2013 Chief Coordinator of the delegation to Poland. Along with the standard plan, the tour included a visit to two Polish high schools.
2009 till today – Organizing and Coaching the school's Model United Nation team. This project involves holding simulations and debates in English as it is done in the UN.
2003-2004, 2007, 2009- 2011 -Member of the team organizing the delegation to Poland: in charge of the educational aspect, and for editing & publishing the student's booklet for the journey.

Job-related skills 2016- 2021 Teaching diplomacy in high school

2014 – 2017 – Preparing elected students to acting as committee chairs.

- May 2014 - Participation at the Model United Nation held at Ohel-Shem high school in Ramat-Gan.

- In 2016, we have taken part at the Model United Nation held by St. Joseph Seminary High School Almotran in Nazareth.

Preparing the team involves:

- Holding weekly meetings designed to familiarize the students with the UN.

- Introducing and practice of rules of procedure.

- Dealing with the issues for discussion at the conferences.

- Preparing policy statements.

- Preparing clauses

- Debating

2013 – Winner of the Recanati-Kop-Chais-Rashi Award for the Entrepreneur Teacher. The prize was granted for a project concerning analysis of Holocaust survivors' testimonies. For details about the project, please refer to:

<https://rcr.org.il/%d7%9e%d7%95%d7%a8%d7%94-%d7%96%d7%95%d7%9b%d7%94/?InitiativeID=376>

and

<https://www.youtube.com/watch?v=dhY0ub5rS30&t=17s>

2011 till today – teaching translation. Apart from translating passages, learning translation involves the development of the proficiency of a linguistic comparison between English and Hebrew.

2009 till today – Coaching the school's Model United Nation team. This project involves holding simulations and debates in English as it is done in the UN.

2008 – 2009 – In charge of a student exchange program with a high school in Königs Wusterhausen (former East Germany). This particular delegation was granted with subsidies to conduct a research that concerned the personal history of each of the Israeli students' families. The project was prepared by both the Israeli and German students. In addition, both groups dealt with research concerning the

local Jewish community in Königs Wusterhausen. As a follow up to this project, we organized an exhibition at the German school and later on at Königs Wusterhausen's city hall.

2007 – Lecture at the Carlebach Institute, the seventh convention, The Jewish Child, Between a Lost Past to a Bright Future, Bar-Ilan University. (Publication details are at the bottom).

2007- Graduated a three-year course for LD coordinators.

2005 till today- I have been using the matriculation obligatory English project for teaching about the Holocaust. The project concerns analysis of Holocaust survivors' testimonies and has been a joint effort of Professor Miriam Gillis from the Joseph Carlebach Institute (JCI) at Bar-Ilan University and me.

2003-2004, 2007, 2009- 2011 - Part of the team organizing the delegation: in charge of the educational aspect, and for editing & publishing the student's booklet for the journey.

2002 - I graduated the course for Mabar (Remedial teaching) English Teachers.

2000 – Publishing a research which analysed the manner the Holocaust is taught in France (Internet link at the bottom).

Since 2000, our school has Participated at the TIMEMUN at the Walworth Barbour American International School in Israel (WBAIS).

1998-1999 - Leading a student exchange program to Strausberg, Germany.

1990-1994 – Teaching at America, a private school in Petah-Tikva (run by Marsha Goren and Sara Oren) that focuses on teaching English for young children.

Publications:

1. "Documentation and Education - Whereabouts of Children during the Holocaust. The Importance of Teaching the Holocaust" in "So spricht der Ewige: –Und die Strassen der Stadt Jerusalem werden voll sein mit Knaben und Mädchen, die in ihren Strassen spielen" (English: "Thus saith the Lord... And the streets of the city shall be full of boys and girls playing in the streets thereof"), Miriam Gillis-Carlebach und Barbara Vogel (Hrsg.), die Siebte Joseph Carlebach-Konferenz. Das jüdische Kind zwischen hoffnungsloser Vergangenheit und hoffnungsvoller Zukunft, München: Dölling und Galitz (Publications of the Joseph Carlebach Institute), 2008.

The article can be found also online:

https://www.academia.edu/11744656/Holocaust_testimony_analysis

2. The Holocaust as Presented in French History Manuals - Detailed analysis of the 1998 program: https://www.academia.edu/12868709/The_Holocaust_as_Presented_in_French_History_Manuals_-_Detailed_analysis_of_the_1998_program

3. Journal of Global Politics and Current Diplomacy – Center for European dialog and Cultural Diplomacy - DEDIC

NO: 4, ISSUE: 2, 2016

Politics and History in Emanuel Ringelblum's War Diaries. Emanuel Ringelblum between the Two World Wars, by Victoria Nizan.

4. Journal of Global Politics and Current Diplomacy – Center for European dialog and Cultural Diplomacy - DEDIC NO: 5, ISSUE: 1, 2017

Smelling the Ghetto. Smells in the Warsaw Ghetto According to Reuven Ben-Shem's (Feldschuh) Diary, by Victoria Nizan.

5. The European Proceedings of Social & Behavioral Sciences - EpSBS

Future Academy - ISSN: 2357-1330

<http://dx.doi.org/10.15405/epsbs.2018.06.93>

ERD 2017 - Education, Reflection, Development, Fifth Edition

THE ROLE AND VALUE OF DIARIES IN TEACHING HISTORY- CASE STUDY, by Victoria Nizan.

6. The Warsaw Ghetto Workshops: Perspectives of Space and Time in Emanuel Ringelblum and Reuven Ben-Shem's Diaries.

Published in the Conference book, UNIVERSITATEA BABEȘ-BOLYAI" FACULTATEA DE ISTORIE ȘI FILOSOFIE 1918-2018. UN VEAC DE ISTORIE, DIPLOMAȚIE ȘI SECURITATE

Școlii doctorale de Relații Internaționale și Studii de Securitate, 20 Octombrie 2018.

Digital skills

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Proficient user	Proficient user	Proficient user	Proficient user	Proficient user

Digital skills - Self-assessment grid