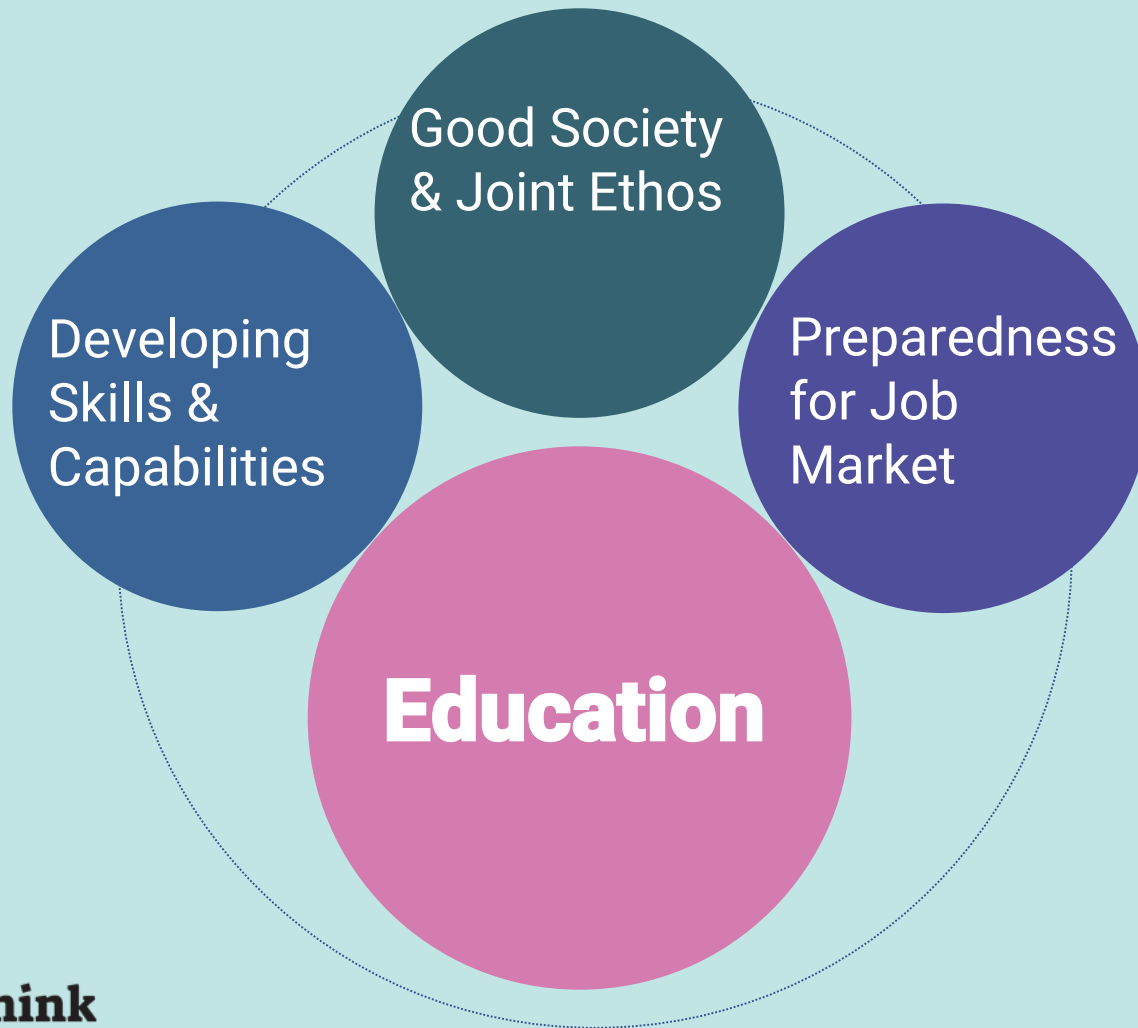# A Window of Opportunity For Education

Presented by the National Public Board of Education
Founded by Brig. Gen. (Res) Ram Shmueli & Mr. Avi Kaminsky

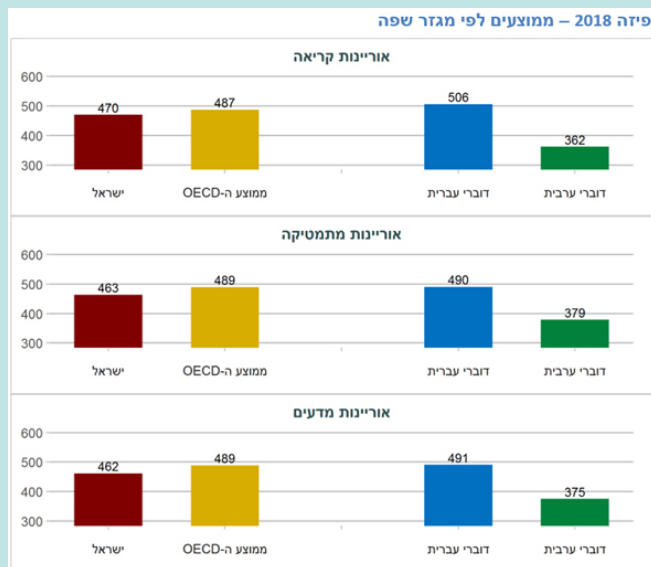The authors are Michal Shalem and Michal Lebenthal Andreson

May 2020

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Role of Education

Society
Economy
Learner

Good Society & Joint Ethos

Developing Skills & Capabilities

Preparedness for Job Market

Education
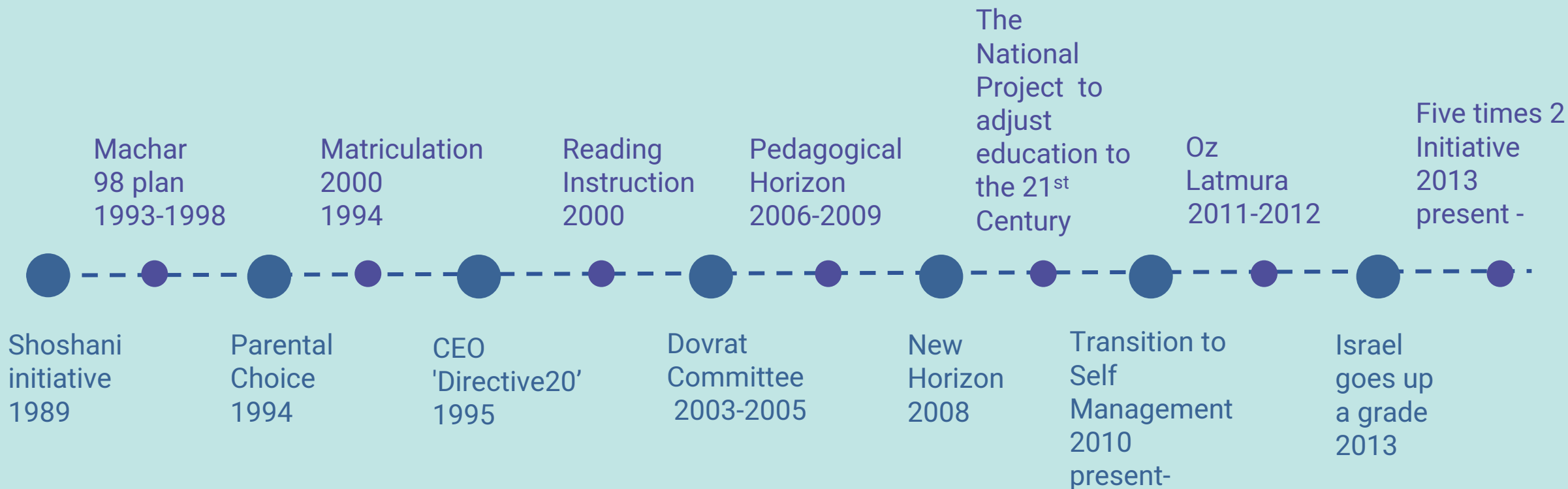
Education Crisis

Red Lights |Education Crisis

1

Large Gaps in achievement between the Center and Periphery

2

Teacher Status erosion and high drop out

3

Low Confidence in Principals

4

School Violence and Climate

5

Low proficiency in "languages" – Math, Science, English, Problem solving & excellence

6

Low labor productivity

7

Ill preparedness for skills of 21st C

8

Low investment for Early childhood

9

University relevance to labor market and social mobility

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Strengthen Confidence Instill Hope

An hour of grace and historic window of opportunity to create a space for change for the learning system

Why the Public Board?

- A committed coalition of most of the players and stakeholders
- Cross boundary Collaboration top down and bottom up

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Challenge

Preparing today's generation and those who come after them for optimal integration in a world of constant change and with regard to the identity and values of the State of Israel.

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Vision

Graduates of the learning system in the State of Israel should have the skills and capabilities to successfully integrate into society, the community and the economy.

Learning is an ongoing and interactive process that takes place in the classroom, at home and in the community.

The learning system should be a source of inspiration and develop the potential for each learner throughout their life.

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Goals

Leading the transformation of the education system in the State of Israel by drawing up a vision and a macro-future roadmap for the operation of the learning system in Israel and transforming it into a leading ecosystem with learning at its' core.

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Cornerstones of the Program

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Leaders of Education

Learning Leaders
Educational staff as significant leaders for the future of Israel

Learning Enablers
Transition from acquiring knowledge to developing thinking and capabilities

Rebuilding the conception and roles of those who teach and educate

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Leaders of Education
Steps for Change

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- Administrative, pedagogical and budget flexibility and independence.
- Adjusting qualifications of teaching candidates
- Adapting professional training of existing learning leaders
- Appropriate Rewards – An incentive system for attracting great candidates for teaching and improving the wages of incoming learning leaders
- Creating a space that is a source of inspiration, significance and a climate for growth
- Forming communities for learning and mutual support

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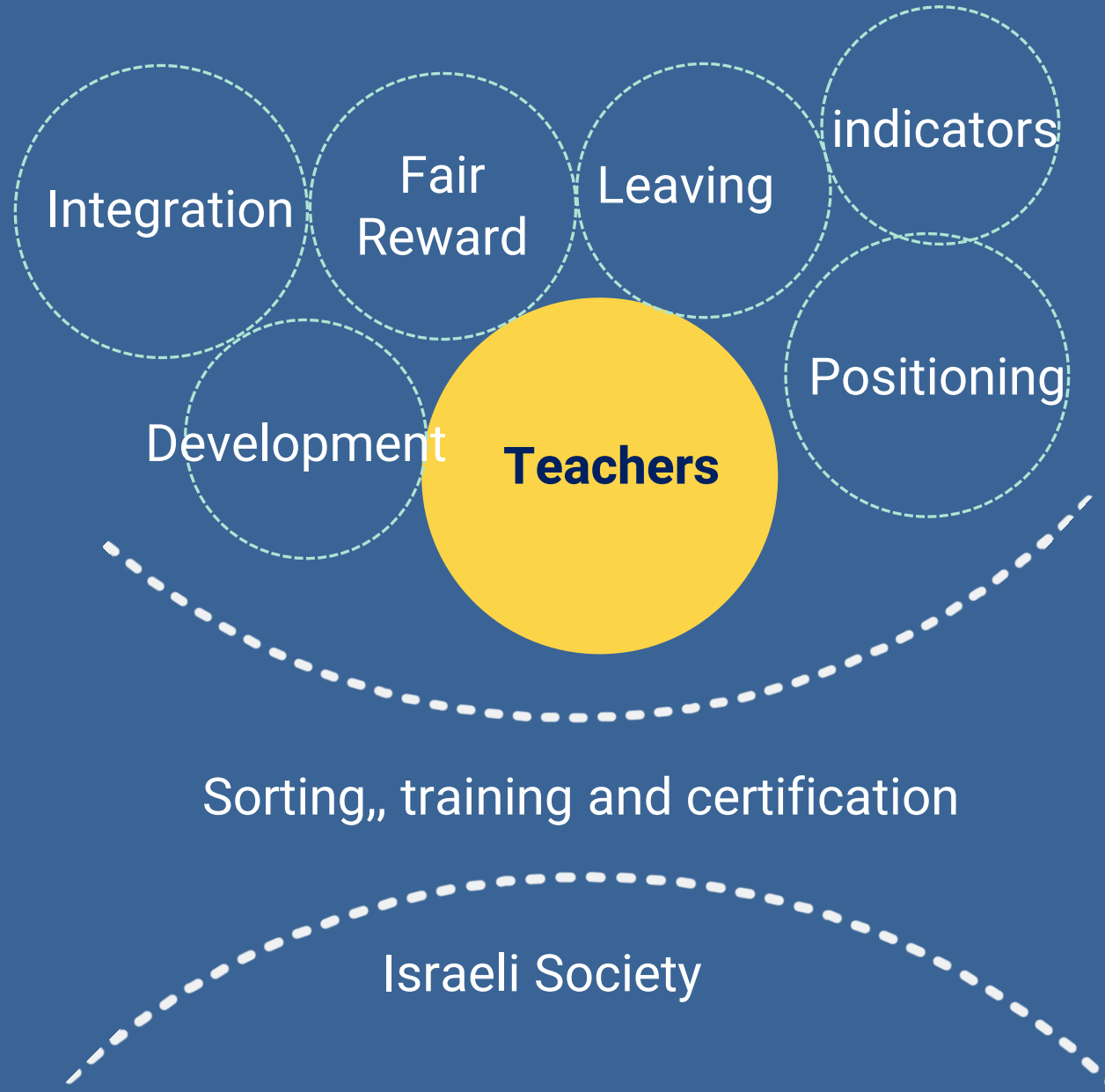
Learning how to learn

Life Long Learning

Life Skills: Collaboration, Communication, Self-Direction, Lifelong Learning, Ethical Awareness, Cultural Awareness, Flexibility, Independence

Deep Thinking Skills: Critical Thinking, Creativity, and Problem-Solving Innovation

Technological Skills: Information Management, Technical Skills Internal propulsion for learning and responsibility and taking responsibility .

Developing skills and capabilities im=n a world of constant change.

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Learning how to learn
Life Long Learning
Steps for Change

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- Aligning pedagogy with the 21st Century
- Measurement and assessment, connecting the tools for decision making
- Adjusting content for each learner – tailormade approach
- Relationships, group and society as fundamental value and skills
- Use of informal education to impart basic skills and values
- Developing curiosity and love of learning throughout life
- Supporting cognitive abilities and providing tools for learning and re-learning

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Learning & Creativity

Designing the Learning Experience and experiential learning

Physical learning space supports creative learning and encourages knowledge expansion.
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Developing skills in the learner such as contemplation, responsibility creativity and resilience that enable them to be agents of change in their life and encourages knowledge expansion.

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Learning & Creativity
Steps for Change

- Fostering innovative learning environments
- Experiential learning – adapting learning environments - placemaking
- Designing the learning experience

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Future Employment

Adapting the learning system to the new technological environment.

Economic Relations - The Education System - connecting learning to workspaces.

Developing a set of skills that will allow integration into the future employment market.

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Future Employment
Steps for change

Defining 21st century skills - skills, approaches and values

Learning "languages" as a basis for facing challenges and dealing with uncertainty

Updated curriculum

Reduce the gap between supply and demand through dialogue and joint responsibility of market, education, academic and professional training factors

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Closing the Gaps

Closing gaps and providing opportunity for every learner in Israel to realize their potential and build a secure future.

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Closing the Gaps
Steps for change

- Breaking the correlation of address=future
- Access to quality education for all children in Israel
- Continued differential budgeting and resource concentration with appropriate management resources for peripheral areas.
- Appointing leading learning leaders to "Red" schools and providing a flexible basket to enable and lead change and close gaps
- Expanding the success of schools with high demand to the social and geographic peripheries
- Making the best learning leaders accessible to the periphery through distance learning
- "Reserves for Education" - bringing learning leaders to periphery
- Informal education as a tool for closing gaps
- Parental guidance accessible to everyone

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Learning Supportive Ecosystem

A supportive ecosystem recognizing the value of all actors and giving each ecosystem partner a role (parent, community, economy, society):

learners, students, parents, teachers, administrators, colleagues, community, industry and institutions.

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Learning Supportive Ecosystem

Steps for Change

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- Establishing a National Council for Education
- Organizational change of Ministry of Education to decentralized
- Methodological change – 4 Matriculation exams only
- Cooperative environment including parents and community
- Creating a joint platform for cooperation amongst the stakeholders
- Creating an arena that enables independence in educational methods (growth of educational initiatives bottom up)
- Developing networking skills and connectivity between learners
- PTA establishment
- Connecting informal education to the ecosystem with the learner at the core

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Work Plan

- Decade
- Five Year
- Immediate Implementables

Establishment of National Education Council

10 Year & 5 Year Plans

Immediate Implementables

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What will be considered a success?

A better society, a stronger economy, a joint ethos that combines the multitude of identities
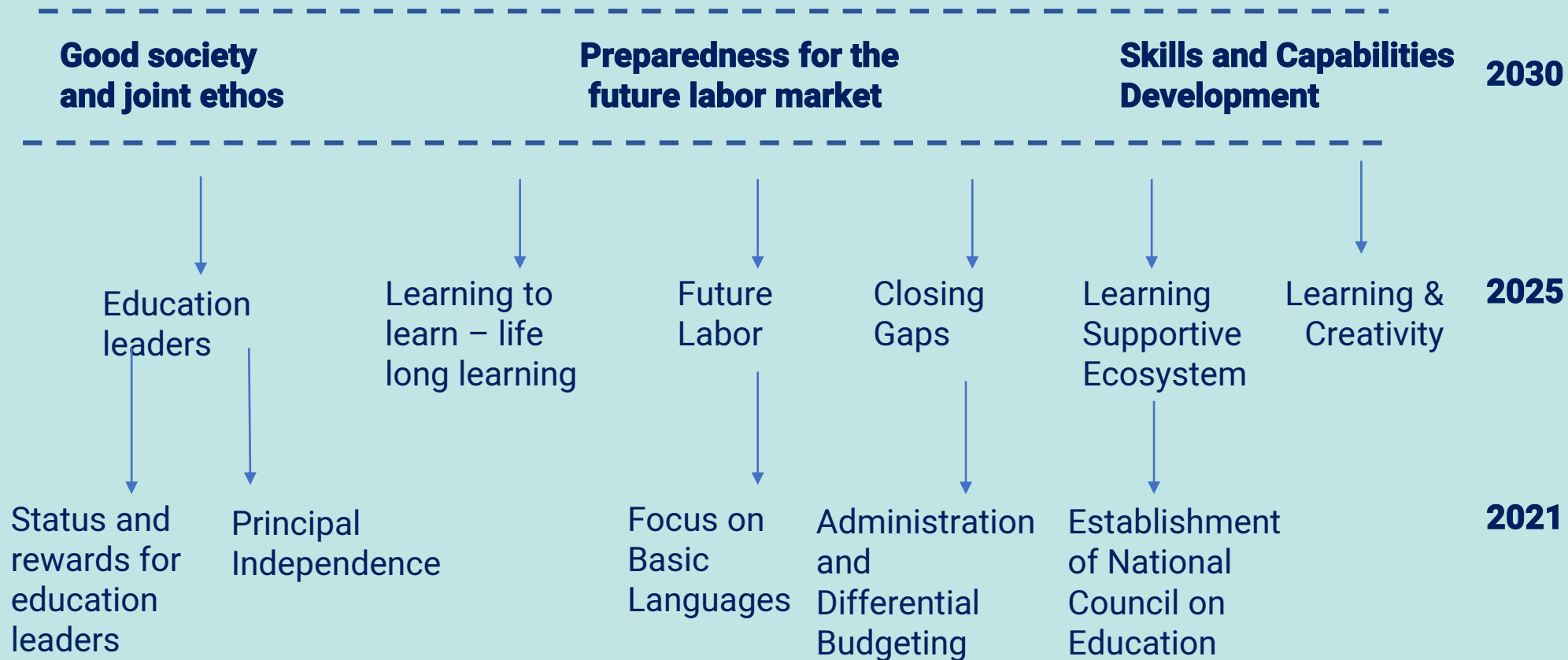
- Stopping the fall out of good learning leaders from the system, and integrating new and qualified ones
- New learning environment and proficiency of the 4 basic languages in the periphery and center alike
- Improvement in the red light indicators

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When you pay attention to the beginning of the story you can change the whole story.