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**Main Points of DOVRAT's Report towards a Comprehensive
Education Reform in Israel, versus the Position of the Israel
Teachers Union's [ITU]**

DOVRAT's PLAN	The Israel Teachers Union's Plan
<p>Suggesting a public education law – in the sense of the State's shaking off responsibility for education.</p> <p>State differential budgeting according to welfare state perception.</p> <p>Suggesting regional education administrations.</p> <p>Proposing privatization of the education system.</p> <p>Employing teachers without tenure and with no collective agreements.</p>	<p>Preserving national education and responsibility of the state for education resembling a welfare state.</p> <p>Suggesting free education and equal opportunities for all students.</p> <p>Full State budgeting of quality education for all.</p> <p>Preserving present 6 Ministry of education sub-administrations.</p> <p>Teachers will be state employees within the framework of collective agreements.</p>
<p>Focuses on changes within the educational administration framework, does not refer to pedagogical aspects and to pedagogical recent changes in IT and globalization.</p>	<p>Chooses a real reform in education, including: Substances, main plans, and constant adjustment to the developing technological age, values assimilation and world perception foundation.</p>
<p>Emphasizing administrative decentralization, though creating too much of authorization within the school within the hands of principals.</p>	<p>Emphasizing pedagogical decentralization of school authority by cooperation among the school principal, administration teams and the pedagogical council.</p> <p>Professional, but not administrative, decentralization – Authority decentralization of teachers' teams and schools.</p>

<p>Perpetuates large classes and large schools, though to reinforcing alienation and violent feelings.</p> <p>Suggesting one transition within the educational succession from grade 1 to grade 12.</p>	<p>Suggesting small classes (25 students per class) and small schools (400-600 students) in order to preserve sense of belonging of the students, as well as availing personal relations within schools with each student.</p> <p>Preferring small schools over one transition in the educational succession.</p>
<p>Learning achievements (students' outcome, standardization and teaching quality), values assimilation, narrowing dropout and public transparency, as measures for schools' succession.</p>	<p>Autonomy of schools concerning to their own needs and evaluation in accordance with their own suitable measures.</p> <p>Evaluating a student's achievements according to his own personal progress.</p> <p>A comprehensive evaluation, including additional school parameters (curriculum, learning materials, the teachers).</p> <p>Preventing media publication of results and achievements aiming at prevention of hurting individual rights and school's prestige.</p>
<p>Suggesting a 5 days study week as a widening gaps framework, which widens social polarization.</p> <p>Such a framework will hurt the advancement of educational workers.</p>	<p>Preserving a 6 days study as an advancing and social gaps narrowing framework.</p> <p>If the schools system will eventually be transferred to a 5 days study week, there is a need for an additional weekly day for teachers' studies and in training.</p>
<p>The teacher's job will include 40 weekly hours (24 class teaching hours, 3 individual teaching hours and 13 hours for additional assignments),</p>	<p>The teacher's job will include 36 weekly hours (20 of which are frontal hours, 3 individual teaching hours and the rest will be dedicated for education administration and advancing tracks for teachers).</p>

<p>Does not refer to professional development of active teachers.</p>	<p>Suggesting the development of one hundred thousand teachers presently working at the education system, as well as improving their abilities aiming at improving education – Masters degree for teachers and implying unique educational improvement trucks.</p>
<p>Creating over burden of the teacher's workload, especially in regards to frontal teaching hours.</p>	<p>Suggests minimizing frontal teaching hours in order to use more working hours for educational work of the teacher.</p>
<p>Suggesting that teachers' salaries will be competitive with/to salaries of other academicians working in public services and with accordance with number of working weekly days.</p>	<p>Suggesting that teachers' salaries will resemble market average salaries.</p>
<p>Discharge of thousands of teachers from the education system. Endowment of discharge authority in the hands of principals, for administrative or pedagogical reasons, which may hurt teachers' employment security and their right for professional protection, though hurting inner school cooperation and causing turbid atmosphere.</p>	<p>Agrees to natural and gradual retirement process of teachers, willingly and with dignity. Retirement of less competent teachers, in decent conditions, with appropriate compensations, while improving teaching forces in schools.</p>
<p>Does not include collaboration with teachers' unions and active teachers. Instead – collaboration with businessmen, Hi-Tec people, Ministry of Education personnel, academic figures and heads of ministerial education divisions.</p>	<p>Supporting a real educational reform via collaboration and consultation with teachers' union, active teachers and relevant bodies, including representatives of education workers. Trusting the notion that teachers are a lever for improving education and should be put in the heart of any educational reform.</p>

	<p>Sides with public relations activities aiming at explaining the public the expected changes at the education system.</p> <p>The educational reform can only succeed within full partnership with the teachers in both in its planning and in application.</p>
No reference	In-Service training program for active teachers aiming at improving teaching quality, advancing status of teachers and thus recruiting quality personnel for the teaching profession
No reference	Empowering the teacher, his status and authority, in order to solve school violence problem, as well as raising the status of the teacher.
No reference	Including actual pedagogical context in the plan: Curriculums, teaching methods, teaching tools and educational principals essential for any comprehensive reform.
No reference	In the event that the study week will eventually be shortened from a 6 to a 5 days study week, in spite of the ITU's position, there is a need to create an organized infrastructure for student's activities on Fridays.
No reference	If the school day will be prolonged, against the ITU's position, proper physical conditions should be provided to schools, i.e.: Feeding facilities, working rooms for teachers, etc.
Increasing frontal teaching hours of teachers puts impossible extra burden on	Improving quality of teaching by providing quality time of the teachers to

them, which prevents them from providing quality time to students.	the students.
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