

UnitEd



UnitEd's Strategic Growth Model for Jewish Schools

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Ministry for Diaspora
Affairs and Combating
Antisemitism



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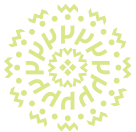
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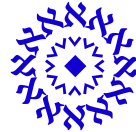
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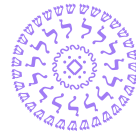
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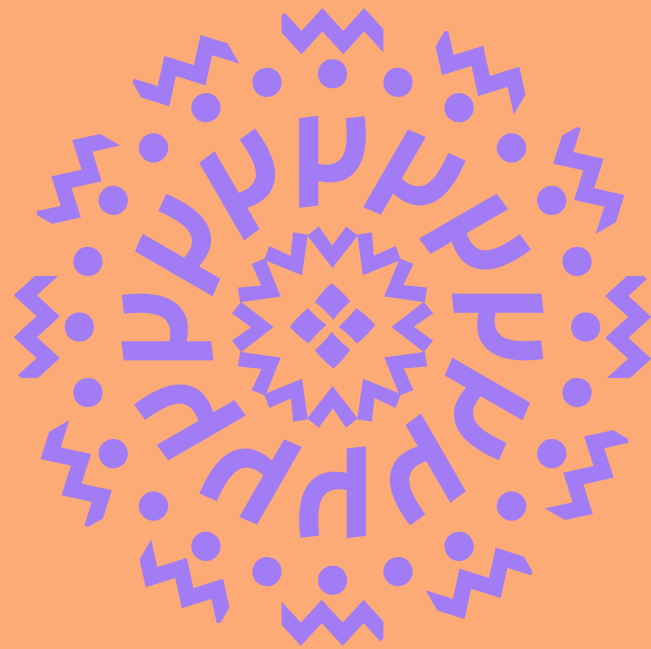
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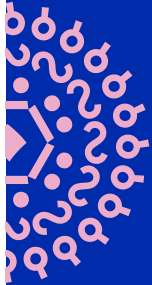
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Model's Vision



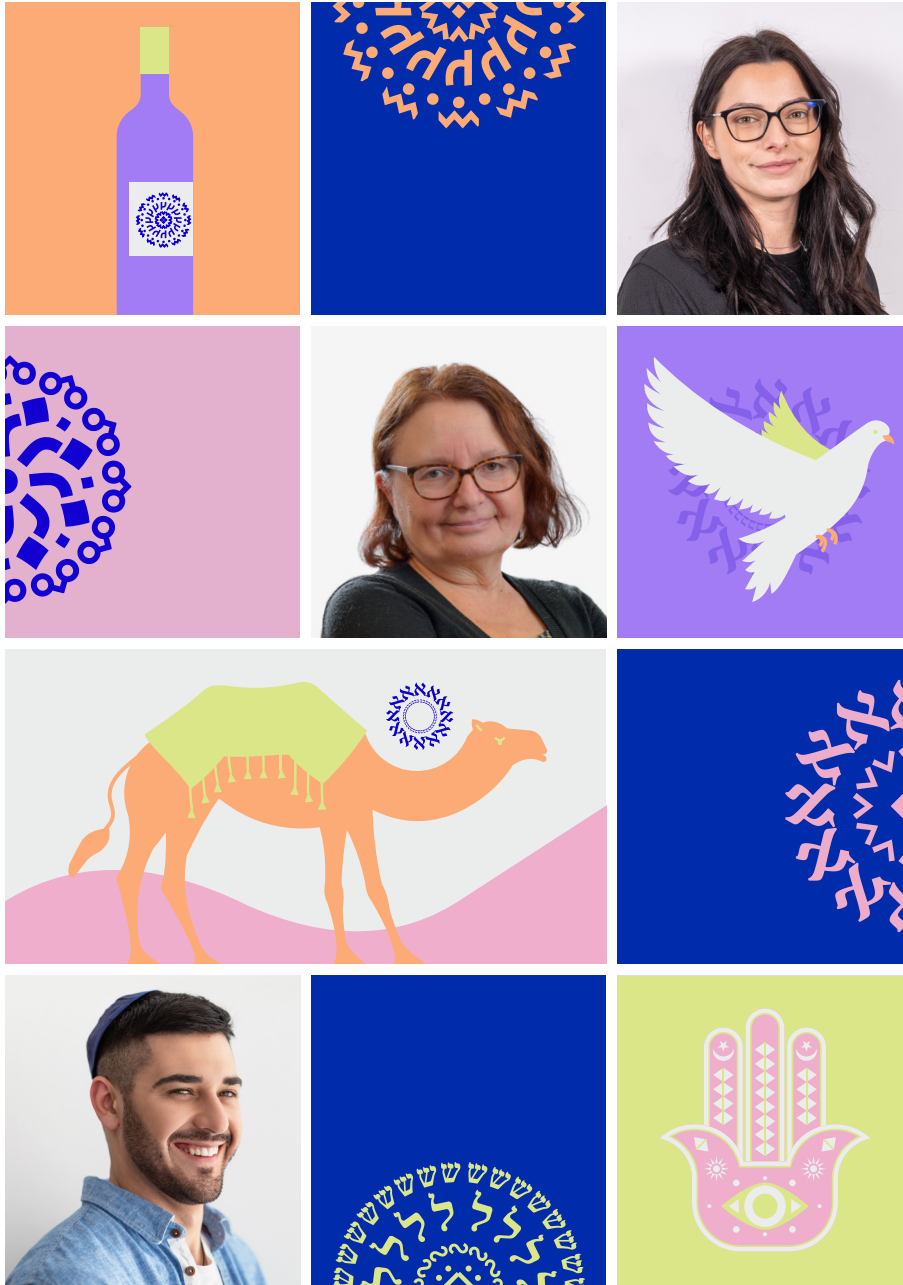
To foster an active Jewish identity in the Diaspora, strengthen the sense of belonging to the Jewish community and the Jewish people, and intensify their connection to Israel

UnitEd's Strategic Growth Model for Jewish Schools is part of the UnitEd Project for Jewish Education in the Diaspora. Its aim is to strengthen Jewish schools around the world through Jewish and Israel studies, to reinforce their sense of belonging to the Jewish people, and to deepen their sense of commitment to the community.

The model is flexible and modular. It is intended to be tailored to each country and community, according to its distinctive local and cultural characteristics, educational and pedagogical views, and ethos. Every school is accompanied by a consultant in implementing the model.

The experience and skills of the process consultant have a significant impact on the model's application. The consultant is expected to help the school navigate the various components of the process.

The model's designers have created a theoretical framework within which each school, through its communal wisdom, can develop its own process, responding to its individual needs and highlighting its special strengths.



Model's Objectives

01

To develop an authentic and independent Jewish identity based on personal acquaintances and a deep individual and communal experience.

02

To generate interest, inspiration, and motivation toward Jewish resources, traditions, content, and values.

03

To develop a robust sense of belonging to the Jewish people and the local Jewish community; to motivate participants to impact their community's identity and future.

04

To transform schools into an anchor for the community, with concentric circles of impact and influence on the larger environment.

05

To strengthen ties to Israel, both its physical landscape and human environment.

06

To learn Hebrew as a collective cultural asset and a basis for ongoing Jewish creativity.

Principles for Action

01

A focused learning process

An in-depth process will take place on an educational, communal, and organizational level, in partnership with the school's teachers, administration, students, and parents, as well as with members of the local Jewish community. This process aims to implement the objectives while taking the school's vision into consideration.

02

A pedagogical journey

A pedagogical journey will be planned, to set the school's unique path forward in one of the three areas of growth: Jewish identity, Jewish community, and Israel.

03

Distinctive school characteristics

The school's core values will serve as a thematic thread throughout the educational process.

04

A spiral multi-year workplan

A spiral work plan for a multi-year implementation process will be designed.

05

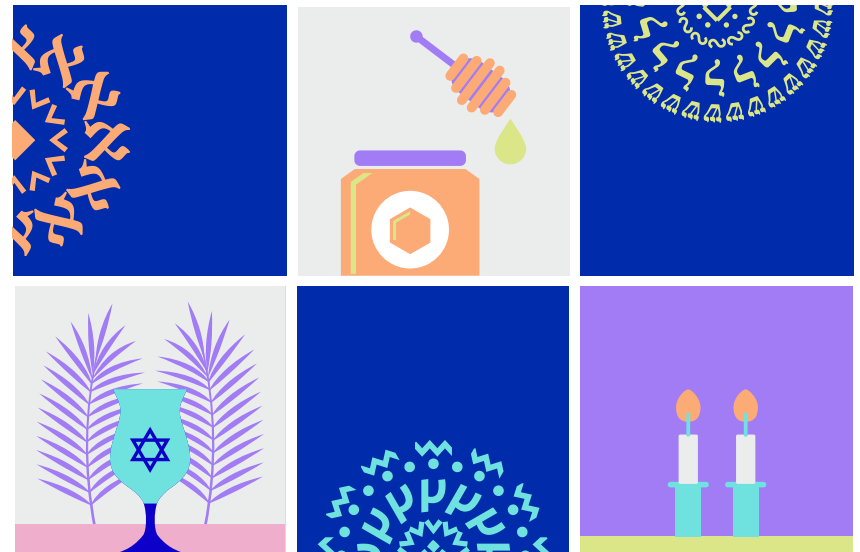
An annual workplan

An annual work plan will be written with the school, derived from the multi-year (project-length) plan. The workplan will specify measurable goals (registered on the schools' Gantt chart), a budget, and an implementation agenda.

06

Assessment

Implementing assessment tools to measure and evaluate the degree and scope of the impact of the educational change in the school



UnitEd's Strategic Growth Model for Jewish Schools

Stages of progress for the first year

1 - School Diagnosis

Assessment and mapping of the school's current status in terms of the three core areas: Jewish identity, Jewish community and Israel; this includes clarifying, solidifying, and confirming the school's vision

3 - Inspirational journey

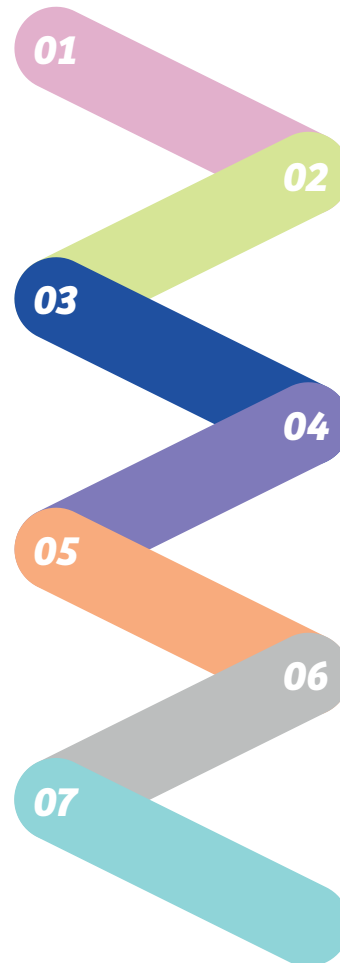
Based on the identified core for growth, the school's leadership team will embark on inspirational learning journeys to give them tools for enriching the school's growth process and the school's vision

5 - Choosing the Change Model

Once the new theoretical and pedagogical structures are in place, the consultant will guide the choice of appropriate change model.

7 - Implementation

After the workplan is finalized and approved by the school's administration and UnitEd representatives, the implementation stage will begin. The success of implementation will be assessed according to a predefined evaluation process.



2 - Choosing a core area for the growth

Following the diagnostic stage, and in line with recommendations by the school's consultant and administration, a core area will be identified to serve as the spearhead for the growth process.

4 - Dreaming

Based on the inspiration and insights gained from these journeys, the school's leadership team will organize two cycles of dreaming workshops (one for staff, one for students), to define the components of the proposed growth and how it will be implemented.

6 - Writing the school's workplan

After completing stages 1 through 5, a workplan will be written that outlines the school's growth process. It will include an evaluation process to measure the scope of change over time.

Products and Derivative Actions

According to the Program's Stages

Stage	Steps / Outcomes	Derived Actions	Assistance Required
01 School Diagnosis	Mapping the school's status for each core area	A. Analyzing the mapping and diagnosis B. Identifying the area of growth C. Formulating the consultant's impressions of the potential for growth	Mapping and diagnosis, including: A. Writing a diagnostic and mapping report B. Deriving key insights from the mapping process C. Developing a 10-question survey to assess the school's status in the core areas
02 Choosing a core area for the growth	Identifying primary and secondary areas for growth, with a rationale and explanation for the choices	A. Undergoing a process for selecting the area for spearheading the growth B. Making a final choice for the core area for growth C. Formulating core values for the selected area	A. Conducting a SWOT analysis for the core area B. Providing a rationale for selecting the core area C. Formulating initial goals for the process
03 Inspirational journey	Going on an inspirational journey as a setting for the dreaming stage	A. Asking productive questions and drawing mind maps to clarify concepts B. Setting goals and making travel plans, implementing the plans	A. Finalizing the goals for the journey B. Developing & implementing a plan for the journey C. Summarizing the main insights following the journey, to develop a dreaming workshop

Stage	Steps / Outcomes	Derived Actions	Assistance Required
04 Dreaming	Defining focal points and experiences to be manifest in the school in the primary and secondary areas	A. Enabling the school staff to express their dreams and visions <hr/> B. Identifying challenges that lie between reality and the dream <hr/> C. Mapping proposals to fulfill the dreams	A. Creating guidelines clarifying gaps between the dreams and achievements so far <hr/> B. Focusing the dreams toward fulfillment and realization
05 Choosing the Change Model	Adapting the model according to the path toward the change in the core area that the school chose	A. Learning about various models for planning educational change <hr/> B. Determining the preferred model(s) to be implemented <hr/> C. Formulating a primary goal and sub-goals for the workplan	A. Summarizing knowledge and insights from the various models <hr/> B. Selecting a model and providing a rationale for the choice
06 Writing the school's workplan	Developing a spiral workplan to be implemented at the school	A. "What": defining measurable goals derived from the goals and based on the spiral structure of the program <hr/> B. "How": determining the work method <hr/> C. Drafting an evaluation and assessment plan	A. Completing the written workplan <hr/> B. Putting the derived tasks into an annual Gantt chart <hr/> C. Working cooperatively with the school consultant
07 Implementation	Launching the process and starting on the path toward growth	A. First steps toward implementing the plan <hr/> B. Defining milestones for implementation <hr/> C. Working in accordance with the assessment process	A. Writing a report documenting milestones <hr/> B. A monitoring palan for the process

Introduction

The UnitEd strategic growth model for Jewish schools is intended for schools with a passion for innovation and the desire to make an impact: their mission is to aim higher, dig deeper, and be more connected and more involved than ever before.



The model allows the school's leadership team to take a break from the 'educational rat race' so they can rethink the school's vision and how to fulfill its educational purpose. Further, they can consider the relationship between their vision and the daily reality at the school. In this way, the model offers an opportunity for each participating school to bring about a fundamental

and formative pedagogic change in the school's functioning and development.

Therefore, the model must include general (generic) aspects so it can serve as a framework and road map for the school's transformative process: each school is encouraged to interpret the model's concepts and ideas according to its own educational pedagogical vision and in the context of its distinct cultural environment.

The model is flexible and does not impose one "correct" way to operate. Its proposed focus is on the three core areas of the vision: the world of Jewish content, values, and creativity; Jewish

community in all its various formats, shades, and frameworks; and ties to Israel and its distinctive, diverse physical landscapes and human environments.

An important factor to be considered is the team that will lead the growth process.

The school must entrust leadership for the process to a team whose members are passionate and excited about making a real change in the school, yet who are familiar enough with the school to identify with its current goals and to appreciate its educational work. The team members must be respected by their colleagues and trusted by the administration. The school's consultant should be involved in the process of proposing and selecting the team members.

The team should preferably have three to five members. It should establish procedures for updating colleagues about their progress and receiving feedback and should encourage the entire school staff to participate and share the responsibility for the growth process that the school undertakes.

The UnitEd organization offers its full support and advisory services to any school that decides to use the proposed model as a path toward envisioning and fulfilling its dreams. We regard it to be an exciting journey to be undertaken together.

***Wishing you a successful and enjoyable process,
The UnitEd Team***

The Consultant

The consultants, who appointed by UnitEd, play a key role in accompanying the process, and their importance to its success cannot be overstated. Consultants should use their experience, knowledge, and ingenuity to assist the school in bringing the model's framework to life so that it can be utilized to its fullest potential and bring about change that reflects the school's ambitions, passions, and values.

The consultant's roles include:

01

Conducting a pedagogical diagnosis of the school's aims for the process and its commitment to it.

02

Inspiring and encouraging the educational team to dream and envision what they aspire for the school to become.

03

Creating a dialogue among all the relevant stakeholders regarding challenges facing the school and working toward formulating agreements regarding ways to overcome them.

04

Assisting the school's administration in developing detailed annual and multi-year work plans and setting a timetable for implementation of the various stages of the model. They should encourage the school to carry out the actions defined in the work plans.



05

Serving as the liaison between the UnitEd's administration, the school's administration, and the team leading the growth process in the school.

06

Managing the budget allocated by UnitEd by identifying various expenses and managing the administration of the process.

07

Using the findings of the evaluation, which was carried out by an external party at the outset of the program, to help the school specify its goals and formulate a work plan.



Stage 1 School Diagnosis

The following questionnaire is the primary mapping tool for the school's growth process. The questionnaire is designed to provide the consultant and the UnitEd team with a detailed account of several key aspects of the school's status.

Data will be collected through interviews and discussions with the school's team members and staff; visiting classrooms and observing lessons; reading material provided by the school upon request and according to need; and through being present in the school building and school yard, gathering impressions of what is being done in word and deed.

The questionnaire examines the following aspects:

- A. The school's vision and image for its future.
- B. Elements already in place at the school, including its pedagogical approach, curriculum, teachers' room, and assessment methods.
- C. The infrastructure, quality, level, and professionalism of Jewish studies, Hebrew instruction, and experiential education in the school.
- D. The school's community and parents' involvement.
- E. The drivers for growth in the school.

Diagnostic questions

A. The School's Vision and Image for its Future

1. Has the school articulated its vision in writing? If so, what are its components? When was it developed? (A copy of the written vision should be attached to the diagnostic report). If there is no written vision, assess why not.
2. Can the teaching staff, students, and parents describe the school's vision and its expectations for its future? Does this vision affect how the school functions on a daily basis? (If so, please detail how, and give examples).
3. Is the school's "general vision" separate from its "Jewish vision"? Is there a link between them? If so, what is the link?
4. Does the school's vision relate in any way to the three core areas of growth on which the proposed model relies? (Jewish identity, Jewish community, and Israel). If so, how are they expressed?
5. Important: if discussions with the school's consultant indicate that there is a need to reevaluate, revise, or confirm the school's vision, the steps suggested at the end of stage 1 of the model should be carried out.

B. Pedagogical Approach, Curriculum, Teacher's Room, and Assessment Methods

Pedagogy

1. What teaching methods are used in the classrooms? (i.e., lectures, experiential learning, learning through play, class discussions, learning outside the classroom, project-based learning, text-centered learning, independent learning, learning with a companion, and learning in groups)
2. What classroom management skills and tools do the

teachers have? Is the atmosphere in the classroom one of meaningful learning?

3. Are the students involved in the learning process? If so, in what way?, how many students in each class are actively engaged in learning?
4. Do the teaching methods encourage curiosity, interdisciplinary learning, asking meaningful questions, and challenging paradigms? Are students presented with issues that demand significant deliberation and contemplation?

The Curriculum

1. Do the staff members understand the structure of the learning process in Jewish or Israel studies? Are they able to describe the learning process and its expected academic results?
2. Do the students have a clear understanding of the purpose of learning in Jewish or Israel studies? Do they know why they are studying specific materials at any given time?
3. What is the scope of Jewish studies? To what extent is there continuity in Jewish studies throughout the students' years at school?
4. Has a spiral learning process been developed? (If so, give examples.) Is there a logic to the structure of the curriculum?
5. Does the school have special learning materials for the students to use? What is the quality of these materials in terms of content, depth of learning, subjects addressed, etc.? What are the quality and aesthetic value of these materials?
6. What latent messages are being transmitted in the school, as opposed to the messages articulated in the curriculum? (In classes / during breaks / in the schoolyard / graffiti on the school walls, etc.). Please give examples and explain

why you consider these to be latent messages.

7. What is the situation for the general studies program at the school, regarding questions 1-4?
8. How many weekly hours of Jewish studies do the students have? Please specify for each age group. What is the division between Israel studies, Hebrew, and time dedicated to Jewish community / social involvement?

The Teachers' Room

1. Do the teachers meet regularly to plan and work together, or to share their teaching methods?
2. Do they regularly visit each other's classes and give each other feedback?
3. Do the teachers work cooperatively to integrate their Jewish studies and general studies curricula?
4. In what way are Jewish studies part of the general teaching curricula at the school?

Assessment and Evaluation

1. What evaluative methods are used in the school? (Tests, quizzes, projects, essays, skills assessment, etc.).
2. Are there any differences in the methods used for evaluating general studies and Jewish studies?

C. The Infrastructure and Quality of Jewish Studies, Hebrew Instruction, and Experiential Education in the School

The Infrastructure, Quality, and Level of Jewish Studies

1. What educational background do the Jewish studies teachers have? (University degree, Torah studies, etc.)

2. How broad is the Jewish studies teachers' knowledge, individually and collectively?
3. How many of the school's teachers hold university degrees in education?
4. What is the quality of the teaching staff's command of Hebrew?
5. Do the teachers at school study together (traditional/contemporary) Jewish texts regularly? Do they study educational materials as a group?
6. How rich is the teacher's educational language? Can they conduct discussions on various types of pedagogy and/or teaching methods for Jewish studies?
7. Is there professional training for the teaching staff? Is there a process of professional advancement for the teachers (including identifying potential candidates for future leadership roles)?
8. What, if any, are the differences between Jewish studies and general studies in terms of their level, quality, and pedagogic methods used? Are there differences in students' levels of involvement and motivation? Are there differences in the evaluation methods used? Are there differences in the teachers' skills and educational qualifications?
9. What implicit and explicit messages regarding the relative importance of general studies and Jewish studies are expressed in the school?
10. Are Jewish symbols, texts, art, Hebrew, etc. visible in the classrooms, hallways, or auditoriums? Does the school have a "Jewish atmosphere"?
11. Is students' work displayed in the school? If so, what types of work? From which age groups? In which subjects?

Teaching Hebrew at the School

1. What is the purpose of teaching Hebrew at the school? Do you think this goal is achieved? What is the evidence for this?
2. How present is the Hebrew language at the school?
3. Do students study classical texts in Hebrew during Jewish studies classes? (If so, give examples)
4. How widespread is the use of texts that are translated from Hebrew to English? What is the range of levels of the students' knowledge of Hebrew?
5. Are there classes where students hold discussions in Hebrew? (If so, give examples)
6. Can the students have a conversation in Hebrew? (If so, give examples)

Experiential Education at the School

1. Is there a curriculum for experiential or informal learning in the school (daily / weekly / monthly)? Are there traditional cultural or religious rituals (Shabbat, events in the Jewish/ Hebrew calendar, prayers), discussion circles, recreational activities, games, activities during breaks, etc.?
2. What is the scope of experiential learning at the school? What occurs in practice? (Scope, designated frameworks in the school, etc.)
3. To what extent are there extracurricular and after-school activities that complement students' Jewish experiences? (Camps, Shabbat gatherings, group activities, etc.)? Are these activities connected to the formal teaching curriculum? Who oversees them? To what extent are extracurriculars coordinated with the curriculum (in terms of content and logistics)?

4. Does the school have any meaningful outlets for social involvement and Tikun Olam? How are they expressed?

D. The School Community and Parental Involvement

1. Does the school have a parents' committee or leadership council? If so, what does it do? How familiar are the parents with the proposed growth process? How involved are they in it? To what extent do they support it?
2. How often do parents visit the school, and for what purposes?
3. Are there any joint activities for parents and students? What types of activities? How frequent are they? Do they involve parents simply watching their children perform, or are parents asked to learn together with the students?
4. Are parents or other family members involved in students' homework projects? Does the homework involve reading Jewish texts together?
5. Are community members involved in the school? If so, how and to what extent?
6. Jewish life outside of school: How are the students involved in Jewish life outside the school?
7. Are students involved in community life? How so?

E. The School's Drivers for growth

Preparedness of the Administration and School Council

1. How supportive is the school's administration of the growth process? Is it prepared to truly participate in it? What are the indicators of this?
2. Is the school board aware of and involved in the process? What are the indicators of this?

3. What is the quality of the relationship between the school council, the administration, and the teaching staff? What are the indicators of this?
4. To what extent do the school's council members trust the ability of the school's team to lead the change process? What are the indicators of this?

The schools - leadership team

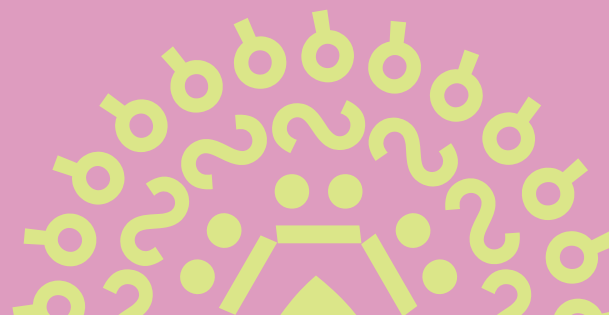
1. Do you think there are natural candidates at the school to lead the growth process along with the school's principal? (Please give details and explain why).
2. If there are such candidates, what are their skills? How many years of experience do they have? What are their positions? How visible are they? How much authority and credibility do they have compared to the other staff members (both in Jewish studies and in general studies)?
3. Does the school's administration have a clear and coherent "Jewish vision"? If so, how do they express their ability and commitment to implement their vision?
4. Does the school have internal regulations? Are they written? What do they include?
5. Does the school have a distinct educational pedagogy? If so, what is it?
6. How does the school's educational vision correspond to the proposed model for growth? If there are gaps to be bridged, is the school's leadership team able to discuss them openly and honestly?
7. Do students take an active leadership role at the school? Are they involved in decision-making? Will they be included in the change process? If yes, how? If not, why not?

Important points to assess at the end of the diagnostics stage:

Is the school's vision, as expressed in its own documents, congruent with the findings of the diagnostic process? If there are gaps between them, especially in terms of the core growth areas, these must be identified so they can be discussed and addressed later.

Have you identified significant directions at the school that express a consistent approach? Does the school staff express a preference for a particular mode of action? If so, what it is should be made clear and evaluated for feasibility. The consultant should take part in this process.

Very important: if the evaluation process and discussions with the consultant indicate a need to reevaluate, update, or validate the school's vision, we suggest following the instructions in the following section that are dedicated to the topic of the school's vision.



Extra: For Schools That Need to Reevaluate Their Vision

Reevaluating and Updating the School's Vision

An educational vision is born from the dreams of individuals who want to make the world a better place and who believe their vision can become a reality. The vision can relate to students, the school, the community, or even the dreamer's own home and personal goals. To be realized, a dream must be transformed into a concrete vision and a clear image of the desired future.

A vision serves as a compass for the leaders, guiding them along the path toward the desired change.

A vision inspires action, strengthens commitment, and deepens meaning for all the partners within the organization (Benvenisti, 2007).

The school's vision includes three components: a sense of purpose, an image of the future, and core values.

Each component of the vision responds to one of these three basic questions:

Why – What is the overriding goal toward which we are moving?

What – What is our vision for the best future we can imagine?

How – How will we realize our purpose, and based on what values?

The responses to these questions enable the development of a practical, feasible, work plan.

There are four main reasons to develop a vision for the school:

1. **Meaning:** The vision is vital for creating a sense of meaning for everyone at the school. Most people have a hard time thinking about the future, and they need the vision to connect their current actions with an image of the future.
2. **Coherence:** The vision creates consistency by aligning the decisions and actions of the school around it. It serves as a

roadmap for decision-making at the school.

3. **Cohesion:** The vision creates commitment and cohesion among the school staff. It gives them a common language and an image of the future toward which everyone aspires.
4. **Leadership:** A vision is a central component in formative leadership. Formulating a vision is a key task for the school's leadership team and it is a meaningful and powerful asset in shaping the path of the school.

Four characteristics of an effective school vision:

1. At its core, it is a broad and cohesive **educational, pedagogical worldview**.
2. It has the power to **recruit partners and motivate them to take action together**.
3. It presents a **clearly communicated** image of the desired future and the anticipated results. Goals and objectives can be derived from the vision.
4. It pertains to the **specific school context** - the vision should refer, in a concrete way, to the student population, the specific time it was formulated, and the social context in which the school operates.

Formulating the vision

In formulating the vision, it is important to consider each of the following components: sense of purpose, the image of the future, and core values.

Purpose: why do we do things?

The purpose includes the organization's *raison d'être*. To discover the purpose, ask: why do we exist? The answer must be short and precise.

The purpose provides guidance and inspiration. It is the North Star by which we navigate toward our destination: always moving toward it, but never reaching it. The purpose remains, even when the reality changes.

Most schools have a common purpose, focused on three main axes:

- a. Teaching and learning
- b. Identity
- c. Personal development (emotional, social, behavioral, etc.)

further to the common purpose, each school has its own unique voice.

What is our image of the future?

The purpose is the heart of the vision, and the image of the future is its body. The vision provides guidance and lights the way toward the desired achievements. The image of the future should be as detailed as possible: an actual visual image. What do we see in our mind's eye when we think about our best possible future? A useful image of the future is exciting, motivating the school's team to realize it.

Characteristics of the image of the desired future:

- The image is detailed, with vivid, tangible depictions of the desired future.
- The image expresses ambitious goals.
- The image corresponds with the purpose and translates it into concrete concepts.
- The image relates to a set time frame, looking a few years ahead (at least five!)
- While the vision is stable and unchanging, the image of the

future may change. Once it has already been achieved, a new image needs to be created.

Core values: which values guide us?

Core values refer to a system of guiding principles that direct the organization's team in making ethical choices and taking action. They declare: "This is how we do things; this is what matters here".

One difficulty is that schools' core values tend to be repetitive, predictable, unclear, and vague. Concepts such as human dignity, excellence, partnership, etc., are found on many schools' lists of values. These may be adequate for outlining the general realm of value, but it is worthwhile to define specific and strong values that are authentic and unique to the school, and relevant to the school's future, needs, goals, and vision.

Actualizing the Vision

To actualize the vision, it must be 'translated' in a concrete way into every aspect of school life. One potential problem is that there may be a gap between the vision and how it is actualized. The school's activities, administration, and practices must be viewed in light of the vision in order to answer the question: how should we act in this specific area, to actualize our vision?

We have chosen to focus on four areas for actualizing the school's vision (naturally there are others, depending on the specific school):

- a. Teaching and learning
- b. The school's staff
- c. The students
- d. The school's surrounding environment: parents and community

Summary: The process of actualizing the vision

To actualize the vision through an orderly, methodical management process, free from daily pressures, it is suggested to follow these guiding principles:

- *Develop a vision.*
- *Set long-term, strategic goals, derived from the vision: anticipate where the school expects to be in five years.*
- *Set short-term objectives for what must be done to achieve the broader strategic goals.*
- *Formulate optimal courses of action to achieve the goals and objectives.*
- *Implement a process to evaluate and assess the effectiveness of achieving the goals.*
- *Develop the capacity for ongoing and organizational learning: the ability to draw conclusions from past actions, learn from mistakes, and improve.*
- *Develop a new vision: keep thinking ahead.*





Stage 2 Choosing a core area for the growth

Once the diagnostics and mapping stage is complete, The consultant and the school should have a status report that includes: the school's vision and image of the future (whether we drafted the vision or assisted in revising or focusing it); the school's unique features (if any were identified); the teaching staff's main pedagogical approach; whether there is a coherent curriculum; the emphases of the curriculum; the atmosphere in the teachers' room; evaluation methods; the issues pertaining to the infrastructure of Jewish studies in the school; the teachers' level of proficiency; the attitude toward Hebrew instruction, the level of teaching, and the presence of Hebrew in the school; the attitude toward and use of experiential learning; the dynamics of the school's community and the involvement of the parents; a mapping of the drivers for change in the school.

We are now on solid ground.

At this stage, we must assist the team leading the growth at the school to determine which area they want to focus on: Jewish identity, Jewish community, and ties to Israel.

It is worth mentioning that selecting one area does not mean ignoring or neglecting the others. Clearly, all three are intertwined in many respects. We suggest viewing one area as a realm for action, rather than an absolute choice. In any case, discussions with the consultant may lead to choosing more than one area, if the school is interested and has clear reasons for this choice.

As an example, here are some considerations for choosing one area to spearhead the growth process. Undoubtedly, there

are many other considerations, some local, that are worthy of attention. We recommend that each of the possible areas for change would be analyzed according to SWOT: a method to map and assess the Strengths, Weaknesses, Opportunities, and Threats of a given project. If the school began the process with a clear idea of which area it wants to focus on, it is advised that they do a SWOT analysis for the selected area, before moving on to the next stage.

Possible Considerations:

- A. Discomfort:** There may be discomfort about the way a certain issue pertaining to a core area is currently being handled by the school. This may relate to the current quality of studies or lack of interest from students.
- B. Enthusiasm:** There may be team members who have the interest and passion to radically change how an issue is addressed at the school.
- C. Ability:** There may be teachers who are familiar with the core area and can lead the implementation in a meaningful way, given their professional skill, availability, and/or commitment.
- D. The school's surrounding environment:** There may be resources in the school's physical and social environment that are relevant to the selected content areas, and may be valuable in its implementation.
- E. Local resources:** There may be local resources (such as an academic institution or synagogue) which can be leveraged to benefit the change in the core area.

Summary

The team leading the process should have an open discussion about it, according to the outline suggested above. This discussion should continue until a decision is made. The decision should be discussed with the school board, teaching staff, and any other people who may provide constructive feedback or new ideas. Communicating the school's choice is critical in recruiting local resources to make the desired change.

A written report on the discussions and decision-making process should be prepared, and a SWOT chart should be completed.





Stage 3

The Inspirational Journey

The Inspirational Journey: Context and Purpose

At this point, a primary area and sub-areas for the growth process have been selected. Three core values derived from the primary area and at least two core values from the sub-areas have been identified. We can now start to look for sources of inspiration for the growth process.

Sources of inspiration may take many forms: human resources, such as inspirational people or groups; textual sources, ideas, or other values that kindle our imagination, inspiration, and creativity; places (heritage sites, beautiful landscapes) or organizations. All these may inspire us to dream about a better future and make it a reality.

The purpose of the inspirational journey is to enrich our perspectives with ideas, values, content, and approaches. This will make our educational path more meaningful, robust, and relevant to the students and others in the school's environment. It is also meant to help us envision and achieve our educational goals.

It All Starts with the Group

At the heart of the process is a group of colleagues on the school's staff; team members who will lead the process and take responsibility for it. As discussed in the introduction, these team members should be curious, creative, and independent thinkers. They will participate in an exploratory process that will yield the tools to identify the path toward the growth and change the school desires.

The team should include between three and five members who will lead the process from this point on. They will be closely assisted by the consultant assigned by UnitEd. Throughout the process, the team may invite other people who they think will enrich the process. These decisions should be made together, as a team.

Model for Inspirational Journey



Detailed Stages of the Journey

1. **The road to inspiration begins with the ability to ask good, productive questions:**

A good question is thought-provoking, sparks interest, and encourages further questions and inquiry, on various levels.

(from The Pedagogy of Asking Questions).

According to this pedagogy, questions are the center of

learning and teaching. This approach avoids demanding that learners provide a “right answer” and focus instead on asking **productive question** as the first stage of learning.

A good, productive question has six basic traits:

- A. **Open:** The question does not have an unequivocal answer but allows for multiple responses that may differ and even contradict one another.
- B. **Provoking:** The question undermines learners’ assumptions and beliefs; it casts doubt on what is thought to be self-evident and commonsensical. It reveals basic conflicts to which there is no simple solution and pushes learners to rethink their most basic assumptions.
- C. **Rich:** The question makes learners grapple with complex subject matters that are fundamental to understanding people and the world. The question can only be answered with diligent, ongoing exploration and research. This type of question is often divided into sub-questions.
- D. **Existential:** The question is relevant to learners’ lives and the society in which they live.
- E. **Charged:** The question has ethical and theoretical dimensions. These questions carry emotional and metaphysical baggage and motivate further research and study.
- F. **Practical:** The answer to the question can only be found through research and by collecting and analyzing information.

Writing productive questions: Write two or three productive questions that are derived from your selected core area. Phrase the questions according to the list above.

Creating mind maps: For each productive question, produce

a mind map. This map will be the basis for your inspirational journey.

What is a mind map? A mind map is a tool to represent knowledge. It allows us to map out the various elements of our thought process (ideas, concepts, context, texts, etc.) in an orderly manner. A mind map is hierarchical. Each of its elements is represented as a branch and sub-branches, according to its context in the process. The graphic shape of the map maintains order and allows us to remember our thought process and how it branched out.

Mind maps can be drawn with pen and paper or by using digital and online apps, such as Coggle.

Important: A mind map allows us to document the entire thought process. It is a way to map deliberations and ideas, collaborative discussions, and even entire projects.

Visually, every branch of the map can be expanded, at every stage. Combining colors, symbols and images helps to unblock our intuitive thinking, as well as our ability to present and communicate our thoughts. It allows us to discover new and surprising connections between different branches of thought.

2. Identifying the sources of study and the purposes of the inspirational journey

At this stage, you should have up to three mind maps that represent the process of asking productive questions and identifying the issues, ideas, and concepts that the questions yielded. Mark three or four elements on each map that will enrich the learning process and inspire the team before embarking on the journey. At the end of this process, you should have between nine and twelve potential focal points for your school's inspirational journey.

3. Journey's goals

Another method to prepare for the journey is to draft three to five goals you wish to achieve. The goals should be as varied as possible and include cognitive, emotional, cultural, social, and skill-developing goals. The goals should be phrased in clear and practical language. Once the goals have been drafted, go back to the elements you identified earlier, and make sure they fall within the scope of your journey's goals. If some elements now seem less relevant, exclude them (at least for now).

4. Planning the pathway for the journey

You should have three outputs from stages 1 to 3:

1. Productive questions that set the stage for the journey
2. Goals you wish to achieve on the journey
3. Sources of inspiration for the journey

You are now ready to plan the route of your inspirational journey. Write down (on a whiteboard) your main inspirational focal points, so that you can add specific details that will serve as stations* along your route. Next, conduct a brainstorming session that will allow you to select examples of potential stations for further inquiry.

- A station is a tangible representation of an inspiration focal point. A station can be a text that you wish to study together, a person you would like to meet, something you would like to see (a work of art, landscape, building), an organization you would like to visit, or anything else you would like to experience together.

Prepare for each of the stations along the journey: read online material, contact relevant people and discuss how they can be involved in your journey. After you set a date for the journey, you can reconnect with the relevant people and

coordinate meetings.

Your journey may be virtual, in person, or a combination of the two. It could take two full days or several sessions of a few hours each. Visits to all the journey's stations should be planned according to your brainstorming process. There should be a clear and logical rationale for how each will help fulfill the goals you have set for the journey.

Once the journey is planned, present it to the school principal and a select group of partners, some of whom you might have included in the journey preparations. It is important to get feedback, comments, and ideas that will help you to refine, improve and enrich your plan. After you select which of their suggestions you want to integrate, and have made your plan as precise as possible, you are ready to present the journey's goal, rationale, and route to the other participants.

Getting ready to start your journey

Encourage the participants to learn about the various stations before they start. Give each participant a 'journey diary' with a personally dedicated message, and encourage them to write their impressions and thoughts during the journey; these will be useful after the journey ends. It is essential that at least one member of the organizing team documents the journey in the most objective way possible, without interpretation.

During the journey, encourage the participants to ask questions and explore their interests in as much depth as possible. The organizers should keep the list of productive questions, journey goals, and mind maps on hand, in case they are needed.

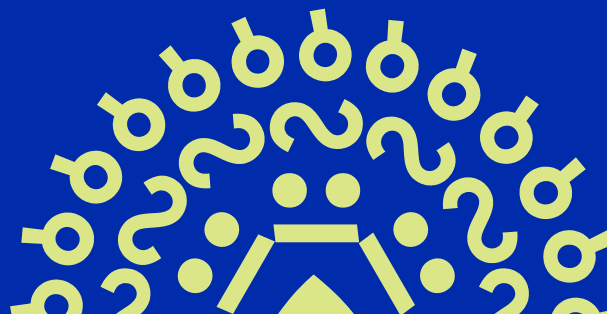
The role of the school's leadership team includes introducing the idea of the journey before it starts, reminding the participants of its goals, presenting the speakers lined up, and connecting the various stations so that the route is clear to everyone involved.

The End of the Journey and Follow-up

As soon as the journey ends, it is advisable to convene a session, guided by the school's leadership team and consultant, at which the participants can process the experience. Ask participants about their impressions. Review the journey's goals

A few days after the dust has settled, the organizing team should convene its own session to review and assess the journey, much like the one conducted with the participants. The leading team is responsible for preparing a document that summarizes the journey, including the insights and thoughts it inspired.

This document should be distributed to the school administration and the participants. This record of the journey will serve as the basis for the next stage, the dreaming stage.



Stage 4 Dreaming

The purpose of the dreaming stage is to challenge the status quo and draft new courses of action

The purpose of the dreaming stage is to free the schools from imaginary restrictions. Our tools include the insights gained on the inspirational journey.

The dreaming process is meant to help the school reposition itself vis-a-vis the challenges it faces in a dynamic and ever-changing reality, both globally and locally. The COVID pandemic is an example: it forced us all to redraw the boundaries of schools in ways that we would not have chosen and to think about them in new ways. As the saying goes, “necessity is the mother of invention.” The limitations we face are simultaneously opportunities to rethink the way the school operates. Internal and external restrictions and obstacles may serve as opportunities for development, learning, and change. But this is only possible when a boundary is redrawn.

Redrawing boundaries clearly demands a broad systemic outlook, rather than mere technical changes in the details. Challenging existing limitations can only happen when the school’s leaders and the people in its environment change their perspectives and positions.

Dreaming is based on the theoretical assumption that boundaries seem immovable because of our predispositions, which prevent us from seeing alternatives.

The purpose of the dreaming workshop is to break down internal boundaries and draw new courses of action. This workshop, following the inspirational journey, allows the school’s team to identify opportunities for growth and change and to



challenge their assumptions, paradigms, and habits. Redrawing boundaries can also be the result of visioning and dreaming.

The purpose of the workshop is to provide the school team with a significant, transformative experience, that may lead to a process of growth. The workshop is intended for the members of the school's staff who are interested in re-examining their beliefs and assumptions about the selected core area. Working together will provide an opportunity for meaningful discourse and encourage them to question what was assumed to be self-evident.

The dreaming Workshop

Before the workshop begins, the school's leadership team should summarize the insights from the inspirational journey, and compile them as a set of guidelines. Write each guideline on a separate piece of paper.

Drafting Guidelines as a Basis for the dreaming Workshop

The workshop invites the participants to address basic questions about the educational work they are doing in general and as it pertains to the selected core area for growth. Asking the participants 'why,' 'what' and 'how' questions will help them formulate the educational guidelines that will serve as the theoretical background for the workshop.

A writing exercise

Give the teachers three post-it notes in three different colors. Ask them to write answers to the following questions (each answer on a different post-it note):

1. *Why am I in education? What is important for me in my educational work?*
2. *What, in brief, is my pedagogic perspective?*
3. *How is my pedagogic outlook expressed in my actions? How does it guide my educational practices?*

The next step

- Invite the teachers to share their responses, with one round for each question.
- At the end of each round, display all the post-it notes on a board.
- Group the teachers' answers to each question, to create a collective teachers' perspective and invite them to address the gaps, if any, between their dream and reality.

At this stage ask: what gaps can you identify between the way the school currently addresses issues that pertain to the selected core area, and your own perspective on the correct way to handle them? (This can be done on two levels: goals and practices). In light of the teachers' answers, identify two or three issues to address in the dreaming workshop, that will help close the gaps between the dream and reality. Write them on the board, to be referred to in the next workshop session.

The Workshop Stages

A. *Inspiration and Dream Cards*

Form groups of six to eight participants. Give each group a set of cards with inspirational statements about education. Participants can write their own sentences, as long as they are worded as a dream. Choose one inspirational card.

B. *What Is the Challenge or Problem We Face?*

The group will notice that the challenge/problem is not merely technical, and cannot be overcome with simple decisions and actions, but is a complex and complicated problem. Why hasn't the dream come true until now?

C. Which Assumptions, Paradigms, or Habits Need to Change, to Fulfill the Dream?

Option 1:

Option 2:

Option 3:

D. What must we give up?

Explain what attitudes and approaches must be renounced or changed.

E. What is the new premise or paradigm we are following?

F. What do we do now? What comes next?

We have now reexamined our previous assumptions and chosen a new guiding paradigm – what comes next? Discuss alternatives for action. Identify which limitations the new path will overcome, and which boundary it removes. Examine the alternatives in light of the following issues:

1. Making sure it is not just “more of the same”
2. Making sure it is not a one-off event, but will be ongoing

Alternative 1:

Alternative 2:

Alternative 3:

G. Choose an alternative for action (Make a bold choice!)

H. Plan a pilot project – every change starts with a small step.

I. A poster describing the dream and its fulfillment:

Each group will make a poster that includes all the stages of envisioning the dream and plans for its fulfillment, as explored in the workshop.

At this stage, the entire group will reconvene to share their respective outputs and collect comments (document these).

After the Workshop

The posters (described in item i. above) will be collected by the leadership team and presented as guidelines for a course of action to *implement in the selected content area*.

The consultant should help set up discussions about the dreams and plans that emerged from the workshop. A similar workshop can be held for the school staff, the students, or any other group of stakeholders connected with the school. The results of the workshop will provide a strong infrastructure upon which the school will base its decision regarding how to proceed. The format of the process should be selected by the school's administration, with the assistance of the consultant.

The main product of the process to this point is a set of guidelines for actions to implement the vision for change in the selected core area. The guidelines should relate to values, pedagogy, and practical aspects of the vision.





Stage 5

Choosing the Change Model and Taking First Steps Toward Implementation

Moving Toward Change

This section deals with choosing the school's path in order to fulfill the dreams as expressed by the school's leadership team.

Before addressing the growth process itself, we should remember that the proposed model's working principles, with its multiple educational, administrative, and community-oriented aspects, is **in no way simple or obvious**. Its complexity stems, among other things, from its multi-dimensional character (content, form, scope, and depth of the issues it raises), and the many involved partners, each with their distinct nature, traits, and qualities.

In addition, the task of identifying the school's unique traits and special nature is a major challenge for the school as an organization, for the individuals who make it up, and for the local community.

In the best-case scenario, the change will be manifest on multiple levels: in the school's vision, pedagogy, curriculum, and organization. A growth process should be well-planned and carefully adapted to the school. Planning and choosing the right way to foster change is as important as the choice of values to focus on, or the pedagogical methods to be applied. It is important to get everyone on board, to expand the circles of

communication, and to truly listen to what the partners have to say throughout the process.

Before We Start: Basic Concepts and Models for Change

Planning the educational growth process involves selecting a preexisting model or a combination of several models. It is essential for the leaders that continuity be maintained throughout the process. The model must be adapted to the nature of the school and the change it wants to undertake. The selected model should be compatible with the practical aspects of implementing the school's vision. Choosing a model is a preliminary stage, to be done before developing the annual and multi-year spiral work plan, which will be discussed in great detail below.

Change

The act or instance of making or becoming different.

Do we need to define 'change'? It seems like such an overused and obvious concept that we don't need to define it. However, to make sure we are conceptually on the same page, it is best to set forth a few criteria, beyond the dictionary definition above. These will help us clarify the change process and its expected results.

According to the scholar Saul Fox, change is the cumulative effect of **four criteria**:

- A. The new situation is **not a natural and gradual result** of passing time.
- B. The new situation **wasn't common or routine** in the recent past.
- C. People can easily sense a **significant and recognizable difference** between the situation before and after the change. (Minor changes that can be measured using

assessment tools, but which people cannot detect on their own, will not be defined as change).

- D. The new situation is **relevant to the lives of individuals and has a direct or potential effect on them**.

Fox's criteria indicate that the process in which we are engaged will not lead to a minor or ancillary change, but rather to a deep and significant transformation at the school. The focal point of this transformation pertains to its interconnection with the core area the school chose, which, in itself, serves as the basis of the model and the school's vision.

The **depth of the growth** is yet another issue to consider. To have a better theoretical and practical understanding of what we are trying to accomplish, we will differentiate between "first-degree" and "second-degree" changes, as defined in the literature.

First-degree change takes place within an existing framework of values, interests, premises, and accepted norms. **It does not involve a breakthrough**, because it takes place within a stable, preexisting system. This type of change may be thought of as "more of the same". There is a clear continuity between before and after the change. A first-degree change may occur naturally.

Second-degree change, in contrast, expresses a transformation of the core, the foundations, and the basic paradigms. **This type of change involves a leap**, and there is no clear continuity between the pre- and post-change situation.

A first-degree change is usually seen as routine, limited, and gradual. Second-degree changes are original, significant, and multi-dimensional. However, sometimes, first-degree changes can be creative and broad, whereas second-degree changes may be gradual and unimaginative.

This clarifies how important it is for the consultant to discuss with the leadership team the **concept of change, the criteria for its application, and its depth and scope**. Their conversation

Possible Models for Planning Educational Change



Model for effective
drivers of change
(Fullen)



The 3-stage model
(Lewin)



The 8 Stages model
(Kotter)



The diagnostic-dialogical
model
(Bushe & Marshak)

should lead to an agreement among the partners regarding the nature of the desired change. They must see eye-to-eye regarding expectations for the change process to be undertaken.

Models for Planning an Educational Change

There are dozens of models that can be used to foster change. Each model is based on different theoretical ideas and approaches, and naturally has advantages and disadvantages.

After the consultant and the school's leadership team select a preferred model, it should be viewed as a roadmap or guidelines which will serve as the platform for the change process and its implementation.

For reasons of space, we will only briefly discuss a few models for change here. Further reading to broaden and deepen understanding of them is recommended. If the consultant is familiar with a model for change that is not discussed here, he/she is free to use it (after discussion with the principle or the leadership team).

1. Fullan's Model: Engines of Change

Fullan's model differentiates between ineffective engines of change (which are, unfortunately, common in educational systems), and four other engines of change, which are, according to his research more effective: (1) building a quality team; (2) building school capabilities; (3) forming a coherent pedagogical outlook; and (4) a systemic approach that stresses the importance of including every aspect of the school in the implementation of the change. The model assumes a clear and applicable work plan.

2. Lewin's 3-step model

is the oldest and most basic of the models (which is both an advantage and a disadvantage). According to this model, there are three stages of change: the "unfreezing" stage, in which the individual or the organization realize change is needed; the second stage is the change itself; the third stage is the stabilization or "refreezing" stage, which requires actions to consolidate the change. Change only succeeds when the forces supporting it are stronger than those who oppose or block the change. Thus, for the change to

materialize, there needs to be combined action to strengthen the supportive forces and weaken the resistance. Lewin's model is the basis for Kotter's model of change, discussed below, which is one of the most prevalent models for organizational change.

3. **Kotter's 8-stage model**

provides a manual for guiding participants in implementing a change, once they have decided it is required. The model includes these basic stages: defining the need for change and the importance of its implementation; forming a team to lead and promote the implementation of the change; developing a clear and coherent agenda and distributing it to the organization's members and partners; expanding the circles of partners and recruiting them to join the process; consolidating achievements; creating momentum for further changes; institutionalizing the change and solidifying its foundation.

4. **Bushe and Marshak's model**

The purpose of the Bushe and Marshak model is to manage a change process by navigating the tension between **diagnostic and dialogic** approaches. A diagnostic approach is factual, objective, hierarchical, organizational, technological, and behavioral. A **dialogical approach** is dialectic, theoretical, developmental, and non-hierarchical. By juxtaposing these two approaches, the leadership team can freely move along the spectrum between them and form its course of action in implementing the change. The benefit is that each approach offers a different perspective regarding the available course of action.

The next stage in the process is dedicated to studying the potential change models and identifying which is most suitable for the organization and the desired change. This stage is carried out by the leadership team, with the guidance of the consultant. The selected model will be established as a platform for the next stage: writing a detailed work plan combining contents and form (the application of the adopted model).

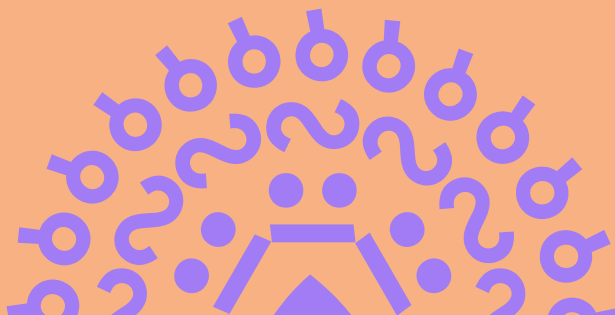
We recommend considering a combination between Fullan's effective drivers for change and Kotter's 8-stage model for implementation. This is only a recommendation, and each school is free to make its own choice.



A proposed warm-up exercise about change (before diving into the change strategies)

Goals:

1. *To deepen participants' familiarity with the concepts of change and change leadership*
2. *To observe participants' perspectives regarding change and their reactions to change*
3. *To clarify participants' sense of identity during change*



What Do We Want to Achieve in This Exercise?

Address the concept of leadership/management through introspection that emphasizes the relations between the “self” and the concept of change.

Part 1 (30 Minutes): Change and Me

Before you start, take time to “feel the pulse” of the group: how are they doing?

A “Change and Me” workshop:

- Five minutes of free, intuitive writing on the topic of change
- Write the following five statements related to change. For each, ask participants to place themselves on the spectrum indicated by the statements:
 1. I always impatiently wait for the next season / I am disturbed by the changing of the seasons.
 2. I have lived in the same place all my life / I move every few years.
 3. I am excited whenever I arrive in a new place / Going to a new place makes me anxious about what it will be like.

(Pause here for discussion: participants will discuss their feelings with people at the other end of the scale, share examples from their past, and how they feel about it)

4. I am often the one who sets change in motion / I oppose change

(Pause for personal reflection: What was the change about? What was my position about the change? Why? Have 2- 3 participants share their feelings)

5. The COVID pandemic was my biggest nightmare / COVID was a blessing for my personal and professional life

(Pause for group discussion between the participants at the two ends of the scale: share and give examples of what they are going through / went through).

Part 2 (1 hour) Basic Concepts Regarding Change

The consultant expands on **basic concepts of change**, based on the theoretical analysis offered above, other sources, and personal experience.

Part 3 (45 minutes) Identity and Change Workshop

Opening exercise: Sit the group in two concentric circles, inner and outer, facing each other.

Each participant tells the facing participant about one element of their identity, answering the basic question “Who are you?” Each person speaks for about 30 seconds (a total of one minute for each pair). After one minute, a bell rings, indicating that participants in the inner circle should move one chair to the right. The exercise is repeated with a new partner. Each time, participants should describe a different element of their identity. Allow time for seven rounds. This should give participants the opportunity to delve deeper into their identities. (This exercise will take approximately 10 minutes).

Forming an identity flower: Place blank white papers and colored markers in the center of the room. Invite the participants to create their own identity flower.

Description of the exercise: The center of the flower is the person’s self. The petals are aspects of their identity. They can decide how to design the flower: how many petals, what are their sizes/colors? Allow 10 minutes for this exercise. After everyone has finished, put the flowers in the center of the circle.

Dialogue in pairs: each participant chooses a partner whose flower made them curious or was similar to their own flower.

Possible discussion points:

- How did I feel about this process?
- Why did I design my flower in this way?
- What was difficult for me? What was obvious? What took time to realize?
- Which of my identities clash?
- What was it about our flowers that brought us together?

Part 4: Summary, Framing and Collecting

Both as individuals and as an organization, our identities are comprised of multiple layers. These layers may complement each other or clash. Any significant change (first-degree and certainly second-degree changes) may be perceived as threatening to the organizational identity or the personal identity of the organization’s leaders. Some people may discourage change.

The path for change, therefore, needs to be tailored to the nature of the organization and its members. Planning the change process is highly important, as it affects the success of the entire project.

According to what you’ve learned so far, and in light of your familiarity with the organization and the proposed change, what do you consider to be the ground rules/guidelines that are best suitable for implementing the proposed change at your school? Propose five ground rules and discuss them until a final, unanimous selection can be made.



Stage 6

From Dream to Reality: Writing the school's workplan

Before We Come to the Drawing Table

This section deals with applying the ideas at the heart of the change process.

So far we have gathered information through 5 stages:

1. The **diagnostics and mapping process and questionnaire**
2. We chose **the core area** in which the growth at the school will take place
3. This was done in light of the **inspirational journey**, which gave the leaders and the school staff new and rich ideas, content, and different perspectives and values
4. The dreaming process, which allowed the team to rethink and reevaluate their educational work in the area of the proposed change
5. We **identified a change strategy**, tailored to the school's character

It is now time to prepare to another stage

6. **the school's work plan for growth**

As in every work plan, the proposal below includes several planning stages. Carefully applying these stages help promote and consolidate the change process.

School Workplan

5 Components on the road to change



The work plan builds on the entire process thus far. It includes **five main components**:

1. An articulated **vision** for the proposed change
2. A **detailed rationale** for the change and its defined goals
3. **Measurable objectives** for the change (consistent with the project's overall goal)
4. A detailed work plan and methods for implementation
5. Parameters for **assessment and evaluation** for the whole process, to let us know whether we have successfully brought about the change we envisioned

1. **Vision**

A vision is an image of the future, a picture of the organization at its best, with regard to aspects of the proposed change. It answers the question: In this particular area, what is the desired future we wish to achieve through the proposed growth process?

The vision for this specific change is not the same as the

school's overall vision statement, which includes multiple aspects. Rather it is a practical derivative of this vision, to be expressed in the selected area for action. Therefore, we refer to it as the "vision of the growth". As discussed above, to turn a dream into reality, it is important to focus on a certain aspect within the selected area of change (such as developing communal solidarity, if the selected area is "community"). The vision for change must be precise, specific, focused, clear, consistent, and motivating for its participants.

We recommend using Kim's matrix (Kim, 1995) to help bridge the gaps between the vision and the daily reality. This model includes five levels of systemic thinking. Understanding them and acting according to them, simultaneously, will help to make the vision a reality.

2. **Rationale and Goals:**

The rationale gives the leadership team the freedom to draft the **reasons to take action** for change. The rationale must be phrased clearly and coherently to form the bridge between vision and goals.

Clear and agreed-upon goals provide a shared language and solid ground for spearheading the change that the school is trying to achieve. The process of setting goals and objectives is part of a general action for the entire organization. Ideally, three to five goals for the growth process should be drafted. Achieving these goals will advance the school toward implementing its vision of growth.

3. *Measurable Objectives:*

Each goal should include three to five specific objectives that will together form the pathway for the fulfillment of the goals. An objective is a specific, precise, measurable, realistic, and applicable result, that describes practical ways to achieve the goal.

4. *Method*

The method is the heart of the work plan. The method details the cumulative outline of all the actions the school intends to undertake to implement the change, within a predetermined time frame. The annual work plan, and the method for implementing it, constitute **a managerial tool to motivate, guide, and coordinate the necessary actions**. The work plan gives details about the specific objectives derived from each goal, the expected results, the entity overseeing the process, the various partners carrying out the objectives, and dates for implementation. All of these should also be documented on the school's Gantt chart. The budget for each objective should be determined, along with a budget and funding sources for the entire cost of the process.

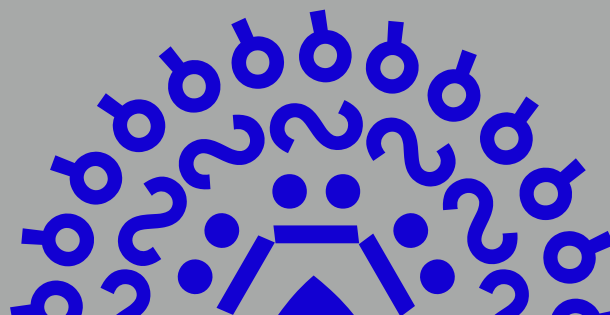
5. *Assessment and Evaluation:*

This may be conducted by an outside evaluation agency or by the school itself. In either case, this aspect allows us to assess whether we have succeeded in fulfilling the goals we have set for our growth process. To ensure that the

implementation is proceeding well, ask the following four essential questions during each assessment procedure:

- A. **What is being evaluated?** Which actions in the change process are we choosing to evaluate?
- B. **Who is doing the evaluation?** (external, internal, etc.)?
- C. **When will the evaluation take place?** What is the timeframe for the evaluation?
- D. **How will the assessment process be conducted?** Which tools will be used to evaluate the actions we have chosen to undertake? What tools will be used to collect and analyze the relevant data?

At this stage, the elements to be included in the work plan should be clear. It is now time to carefully write it down.





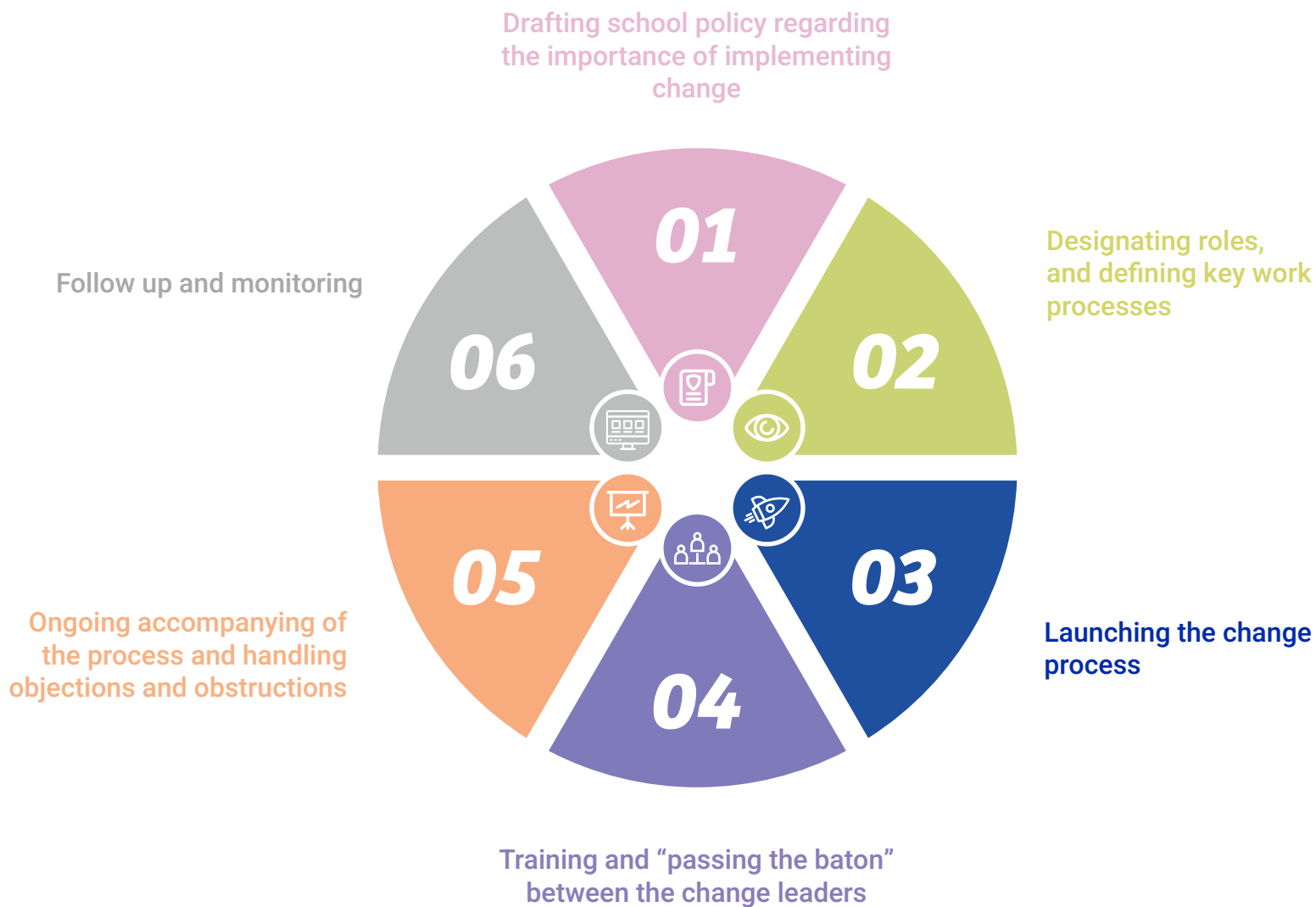
Stage 7 *On our Way!* **Implementation of the Change**

Introduction to Implementation

Implementation is a structured process, aimed at ensuring the proper integration and sustainability of the change, in terms of both theory and practice. Without an implementation process, the desired change may not be realized, and its goals may not be achieved. It is therefore essential that the school's administration pays close attention to managing the practical aspects of implementing the change process. They should not be satisfied with past achievements or making officious pronouncements about how important it is.

To guarantee the best implementation of the change process and work plan as described above, a detailed implementation plan should be prepared. Here are its central components:

Implementation and Integration of the growth process in the school



The Stages of the Implementation Process in Detail:

1. *Drafting a school policy regarding the importance of implementing the change and its components:*

Once the school's work plan is drafted and ratified, an outline of the proposed change and the work plan will be transmitted to the entire school staff, so that it can be carried out. This outline will serve as a policy that is binding for all partners in the process.

2. *Designating roles and defining key work processes:*

To clarify the process, special coordinators will be appointed. Their role may be defined as early as the preliminary planning stage. These role descriptions will be broadened to include responsibilities during the implementation stage.

3. *Launching the growth process:*

The launch should create awareness and stimulate excitement for the growth process. Expectations must be compatible with the benefits to the various stakeholders (teachers, students, administration, community, etc.). The launch should be designed to reflect the contents of the change, and its importance, and to portray the school's **best** qualities. A festive launch event should be planned to convey the significance of the process. This event is a golden opportunity to acknowledge and thank everyone involved in the process.

4. *Training and "passing the baton" between leaders of the process:*

During the training stage, all participants should be aware of their role in promoting the change process and its components (including the vision, rationale, goals, and methods). All aspects of the growth process

must be documented on the yearly Gantt chart. During implementation, responsibility will be transferred from the leadership team to the entire organization itself. Successful transference of responsibility is critical to the quality of the implementation.

During the "passing of the baton" phase, the team members best suited to lead their colleagues in the implementation process will be identified and their roles defined. Each person must know their specific responsibilities and have the skills and knowledge to enable them to carry them out.

5. *Ongoing oversight of the change process, addressing objections and barriers:*

Once the change process is put into motion, it is never static. Reality changes. Processes may not progress as expected or according to the plan. Needs change. External forces influence the dynamics of the change process in unforeseen ways. The organization's leaders must be involved, aware, and interested in implementing the change process. Ensuring the sustainability of the process requires ongoing oversight and evaluation of its leaders and their work, from the beginning of the implementation stage.

In many cases, the main obstacle is that some people resist change in general or have reservations, whether rational or irrational. The school's principal should assess the school environment from as many angles and perspectives as possible. When there is an indication that a problem has arisen, it must be communicated to the relevant team member, who should decide how to address it. The school's implementation team should have a detailed work plan that includes examining how the change process affects the school, and how to deal with possible objections and obstacles.

6. *Follow-up and monitoring (assessment of the success of the implementation process):*

To make sure the implementation is progressing as planned, there should be a follow-up and monitoring procedure. Defining standards to measure success is not simple, because it requires that expectations first be defined. Disappointment in a project may be caused by a gap between expectations and reality, or due to a poor definition of the expectations themselves.

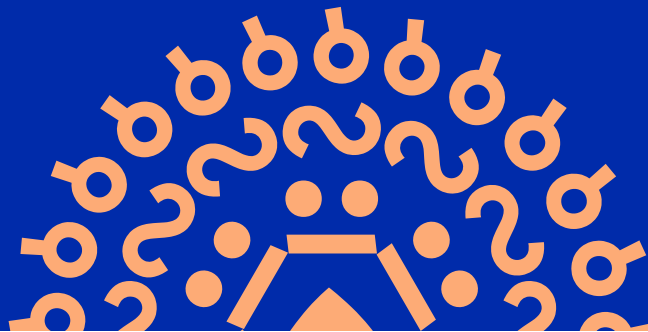
Summary

As stated, the implementation stage is a critical and integral part of the growth process at the school. An implementation plan that is clear and detailed in terms of content and form, which includes qualitative monitoring of its application, is necessary to guarantee the sustainability of the change and growth over time.



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