

"FROM HIGH-TECH TO TEACHING"

A meeting with leaders of the initiative and its partners for a discussion on the work plan and next steps

NOVEMBER 12, 2018, 10:30-11:30, DJANOGLY HALL, MISHKENOT SHA'ANANIM

A growing shortage of teachers was among the significant factors contributing to the steep decline in the number of high school graduates with five-units in mathematics and science a decade ago. Until then, Israel relied on a generation of excellent teachers, a large proportion of whom immigrated from the Former Soviet Union and who, with time, have naturally retired. In many schools, and especially in the periphery, when a teacher retires, the class in that subject closes. The threshold question was who will replace the veteran generation?

An answer was found among highly talented people leaving the high-tech industry. Therefore, together with the Ministry of Education and academic institutions, 17 special training programs have opened across the country. These programs operate according to a residency model, with rigorous selection criteria and a focus on clinical skills and practical experience. Program graduates receive assistance with job placement and absorption in schools, as well as with individual and group instructional coaching.

As more programs opened, second-career teachers became a majority of the new mathematics and science teachers in secondary schools in Israel. As a result, the Ministry of Education and the "5P2 Initiative" engaged in a collaborative policy planning process. The Ministry adopted the policy recommendations and defined a goal to train and absorb an additional 1,500 teachers over the next five years. In order to lead the execution of this task, the Mofet Institute was asked to form a taskforce, titled: "From High-Tech to Teaching".

The taskforce began its operations on a trial basis a year ago, coordinating between the high-tech industry, teacher-training institutes, the Ministry, the districts, local authorities, education networks, school principals, and the new teachers. Former school principal and Mayor of Ra'anana, Nahum Hofri, heads the taskforce, and currently the Ministry and the foundation are holding discussions geared to working together to ensure the program's success.

QUESTIONS FOR DISCUSSION

1. How are second-career teachers who come from high-tech perceived? Do they feel embraced and supported, or are there perhaps, raised eyebrows? Is this a success story that should be expanded and instituted?
2. Despite the emphasis on instructional coaching during absorption, program graduates report difficulty assimilating in schools, both professionally and personally. What can be done to improve this?
3. Which should be the priorities of the new taskforce? What standards should it develop, and in which way? Which activities should it implement on its own? What are the indicators of success it should adopt for itself?

As **background** to the discussion, we recommend reading the following:

- A. [Cluster Evaluation: The Clinical Teacher Residency Training Programs – Edith Manny-Ikan, Tal Berger-Tikochinsky and Gitit Dahan, The Henrietta Szold Institute](#)
- B. [From High-Tech to Teaching: The Integration of a New Generation of Mathematics and Science Teachers in Israel's High Schools – Leah Pass and Haim Lapid](#)

PARTICIPANTS

- 1. ZEHAVIT **GOLDMAN**, National Supervisor for Secondary Schools, the Ministry of Education; until recently, Principal, Blich High School, Ramat Gan
- 2. NOACH **GREENFELD**, Director, Teacher Training Division, the Ministry of Education
- 3. NAHUM **HOFREE**, Heads Establishment of the “From High-Tech to Teaching” Initiative; Former Mayor of Ra’anana, Director of the City’s Education Division, and School Principal
- 4. ROY **PETRUSCHKA**, Mathematics Teacher; Graduate, Residency Program, Oranim Academic College of Education
- 5. EYAL **RAM**, Deputy Director and Head, Teachers Administration, the Ministry of Education
- 6. SARA **SILBERSTROM**, Director, Specialization and Entry into Teaching Division, the Ministry of Education