Syllabus

EDUCATIONAL REFORMS AND POLICY MAKING IN ISRAEL - 34906

Last update 01-12-2013

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: School of Education

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Ori Eyal

Coordinator Email: ori.eyal1@mail.huji.ac.il

Coordinator Office Hours: 1st Semester, Monday, 11:00-12:00
2nd Semester, Wednesday, 12:00-12:30

Teaching Staff:
Course/Module description:
The course addresses policymaking and reform formulation processes in Israel and in the world; with regard for contradictions and conflicts in educational policy, different patterns of implementation of reforms and the complex relationships between policymaking and policy implementation. It does so through discussion of central issues such as equal opportunities, privatization, and professionalism.

Course/Module aims:
Analysis of policy processes in general and educational policy specifically, with regard for present-day reforms implemented in Israel and their origins given fundamental issues in educational policy.

Learning outcomes - On successful completion of this module, students should be able to:
1. Identify the origins and follow the developments of reforms and examine the relevancy of the reform with regards to the needs of the educational system.
2. Examine the complex processes of policymaking and reform formulation and their implementation, as policymakers and as policy consumers.
3. Implement different theoretical approaches, the Garbage Can Model of Organizational Anarchy, Institutional Theory, for the analysis of policy processes in general and educational policy specifically.
4. Critique the manner in which educational reforms and policies are formulated and established, based on familiarity with the history of policy and reforms in the world and in Israel.
5. Critique the manner of implementation of educational reforms and policies in light of their stated and implicit goals.

Attendance requirements(%):
80

Teaching arrangement and method of instruction: Lectures, discussions, and students' presentations

Course/Module Content:
Educational Reform and Policy: Basic Ideas, Processes, and Effects (1st Semester)

1. History: The essence of public education and the rationale behind reforms in
public education
2. Values, philosophical thought, and policy
3. Reforms and policy: glocalization
4. Policy and school effectiveness: standardization, measurement and evaluation
5. Politics, lobbyists, and policy
6. Research knowledge and policy
7. Policy implementation
8. Local impact on policymaking: national versus local
9. Budgeting and policy
10. Law and policy

Topics in Policy (2nd Semester)

1. Equality in education
2. The Curriculum: Aspects of power versus professionalism of education
3. Privatization, cross-sector alliances, choice, and decentralization in "public" education
4. Integration (Desegregation) and structural change in education
5. Special education
6. Grouping and tracking
7. Education for excellence and gifted students
8. Marginal and minority groups
9. Higher education
10. The quality of teachers: classification, teacher training, placement and professional development
11. Trends in education
12. Language policy

Required Reading:
Educational Reform and Policy: Basic Ideas, Processes, and Effects (1st Semester)

1. History: The essence of public education and the rationale behind reforms in public education

2. Values, philosophical thought, and policy


4. Policy and school effectiveness: standardization, measurement and evaluation


5. Politics, lobbyists, and policy


6. Research knowledge and policy


7. Policy implementation


8. Local impact on policymaking: national versus local


9. Budgeting and policy


10. Law and policy


הפקולטה למשפטים / אוניברסיטת תל-אביב


Jencks Christopher ,Hebrew to Translation ?

http://vsfx.cc.huji.ac.il:3210/sfxlcl41?sidgoogle&auinitC&aulastJencks&atitleWhom+must+we+treat+equally+for+educational+opportunity+to+be+equal%3F&titleEthics&volume98&issue3&date1988&spage518&issn0014-1704

2. The Curriculum: Aspects of power versus professionalism of education


http://www.stanford.edu/class/educ232b/App.pdf


3. Privatization, cross-sector alliances, choice, and decentralization in "public" education


4. Integration (Desegregation) and structural change in education


http://www.stanford.edu/class/educ232b/App.pdf
5. Special education


6. Grouping and tracking


7. Education for excellence and gifted students


8. Marginal and minority groups


9. Higher education

Higher education

10. The quality of teachers: classification, teacher training, placement and professional development

11. Trends in education

12. Language policy
Additional Reading Material:

Educational Reform and Policy: Basic Ideas, Processes, and Effects (1st Semester)

1. History: The essence of public education and the rationale behind reforms in public education


2. Values, philosophical thought, and policy


3. Reforms and policy: glocalization


Buckingham: Open University Press.

4. Policy and school effectiveness: standardization, measurement and evaluation


5. Politics, lobbyists, and policy

6. Research knowledge and policy

7. Policy implementation


8. Local impact on policymaking: national versus local


9. Budgeting and policy


קוליוב, ר. (2006) הממשי תקציבים בדוח דוברת. בוחן: בין, ד. (עורכים) להרואת ממדות החינוך לעניבר 81-70. מכון וולרכוס הדון המאוז מהירש发展空间


10. Law and policy


Topics in Policy (2nd Semester)

1. Equality in education

2. The Curriculum: Aspects of power versus professionalism of education


3. Privatization, cross-sector alliances, choice, and decentralization in "public" education

A total of 14 references are listed, including:


4. Integration (Desegregation) and structural change in education


5. Special education

5. Grouping and tracking


in Great Britain, 781-861.


7. Education for excellence and gifted students


8. Marginal and minority groups


9. Higher education
10. The quality of teachers: classification, teacher training, placement and professional development


11. Trends in education

12. Language policy

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 25 %
Participation in Tutorials 0 %
Project work 50 %
Assignments 25 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
General Comment
The issues discussed in the course regard present-day reforms which are implemented in Israel and their origins (‘New Horizon’ and ‘Courage to Change’ reforms, The Trajtenberg Committee and the reform in Pre-Primary Education, the Information and Communication Technology (ICT) reform, the School-Based Management (SBM) reform, The Israel Institute for School Leadership and principal training, the 'Pedagogical Horizons for Learning' policy). During the first semester, the course will primarily address policymaking and reform formulation processes. During the second semester, we will focus on reforms and policies in specific areas of interest.

Reform and policy reports reviewed during the course:
2. No Child Left Behind
3. Kremnitzer Committee, Being Citizens
4. Pedagogical Horizons for Learning
5. Public Commission for Examining the Budgeting System in Israeli Elementary Education and the Shoshani Report
6. New Horizon Reform
7. Courage to Change Reform
8. Dorner Report