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Fund for Innovative Teaching-2013-2014

Name of program

Fund for Innovative Teaching

Year of activity

2013-2014

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Status of program

Matanel supported in the school years 2012-2014, 10 initiatives in 10 different schools. One of the initiatives, Circusta was supported for a second year and this gave it a good base to stand strong as an ongoing project in its school. 7 of the project were successful during this year and were able to establish their goals and objectives during this year of funding. Two of the projects, "The art of Speech" and "An Entire World" were accepted for a continuing year of support due to the significance of their programs and the fact that during this first year they made progress but still have some way till they are fully implemented.

Main achievements during the last year of activity

1. ORT Elementary School, Hazor Haglilot

Initiative: "Circusta" - circus arts – second year Principal: Ms. Alice Cohen

The initiative started a in 2012 and through teaching circus arts, students developed learning

and life skills. As the program entered its second year of funding, the school expanded the program to more students and added tool and enriched programs that also gave benefit in emotional aspects.

2. Ben Zvi School, Kirat Akron

Initiative: Learning integrated multidisciplinary arts Principal: Ms. Osnat Dolev - Cohen

The Principal created a curriculum of a multi - disciplinary and language arts subjects.

Students who studied literary in Language class sung it in Music class, painted or sculptured it in Art class and dramatized it in Theater class. The Initiative deepened the knowledge of the language, and creative social, and cognitive development.

3. Elementary School Alh'oarzmi, Baqa el Garbia

Initiative: Therapeutic Sport Center students with ADHD Principal: Mr. Wael Mawasi

Students with ADHD have a special program located at school's sports center operated by physical education teachers using equipment for challenging sports activities. A number of times a week each student, part of a small group, participates in a short sports activity. These physical activities help improve academic performance, social and behavioral interactions, and create an optimum learning environment for all students and teachers.

4. Shilo Elementary School, Pardes Hana

Initiative: Learning math in a multi age group Principal: Ms. Shoshi Attias

Mathematics was taught in heterogeneous groups of two different grades. The groups learned in workshops and, independent learning groups. The younger students benefited from having the example student teach and reinforce the material and the older student's gained deeper understanding and self-esteem while helping the younger students.

5. Elementary Arts and Sciences of Giborie Tzion, Kiryat Atah

Initiative: Commitment to the community through the Bible Principal: Hava Ben Yashar

Providing Bible stories as a relevant source of inspiration and learning source, for students and their families to connection to their country and heritage. The program operates in all layers, with each layer depth in the story and sub - theme entries. The peak Activity was building a school wide "World of the Bible" - a performance, active visual and interactive exhibits, which combines the stories of the Bible and biblical social values that are relevant to our times.

6. Rishonim School ,Bat Yam

Initiative: Teacher's "Alive" -RI (research and initiate) Principal: Yael Butz

The initiative is embedded in the school through a special provision empowering the subject and knowledge of different cultures, allowing teachers and student's autonomy and partnership choosing a way of teaching and learning. Expanding pedagogical autonomy and flexibility fosters the growth of teachers, contributes empowerment and deepening professionalism. In contrast, the possibility for students to be partners in the way of teaching, encouraging motivation to learn and leads to improved achievement.

7. School of Environmental and Society Studies, Gilo Jerusalem

Initiative: Environment and Thinking at the center of Actions Pricipal: Mr. Doron Matan

Create a space and ecological conditions, including a meteorological station, a greenhouse and a petting zoo, which the focus is on nurturing curiosity, desire to explore, question and interest. One if the goals are to foster an independent adult, who takes initiative, cares for his environment and generates a change in his community. This School is in a complex

neighborhood and serves children from a low socioeconomic background.

8. Abir Yaakov School Yavne

Initiative: The Art of Speech Principal: Mr. Mordechai Avraham

The initiative focuses on improving fluency in Hebrew and cultivation of oral expression, while strengthening the connection between the Hebrew language and national identity and Zionist culture. Art of speech takes place in a school in a developing neighborhood, within the framework of lessons through play and experience and focuses on the areas of content, style and culture of debate. Within the framework of the initiative students acquire the ability to express themselves verbally in a fluent and clear matter, while developing the ability to listen, have tolerance and acceptance of others.

9. Noam School Beni Dekalim, East Lachish

Initiative: An Entire World Principal: Mr. Mordechai Stern

Initiative engaged in making contact between the children of Israel children of the Diaspora, strengthening ties to Israel and developing a sense of responsibility to the Diaspora among students. Over the year students correspond with their peers in Diaspora communities and explore different characteristics of these communities.

10. Elementary School named for Aliza and Menachem Begin, Kiriyat Motzkin

Initiative: Green and healthy Principal: Ms. Rose Fisher

Unique educational program that aimed to instill healthy habits and green life. The program focuses not only on the school community: students, parents and staff, but also creates spatial learning and enterprising in the neighborhoods. The initiative includes components of diverse activities, which together form a broad program designed for acquiring knowledge, multidisciplinary learning, experience, personal involvement in the learning process and the connection between the school and the community.

Evaluation

While each initiative is separate and addresses different needs, different age groups and has beneficiaries who are unique to each project, the evaluation methodologies are similar. Each initiative's success was defined as follows:

- Principals' sense of personal and professional empowerment.
- Principals' success in implementing their project based on the goals and objectives set in advance.
- Creating an atmosphere for further education innovation in the school.

Evaluations were based on each school principals report – both verbal and financial- and presentations that took place during site visits and the FIT's annual conference. FIT pedagogical mentors were also involved in monitoring the progress of each project and by noting the increase of innovation in the school as a result of the school principals' openness to educational initiatives in general.

In General, as a new project in the school, the initiatives experienced challenges at the beginning in implementation but were guided by FIT's mentors in developing work plans and the pedagogical aspects of each project.

FIT is continuously evaluating its work with schools, during 2013-14, we worked with The Institute for Democratic Education to help us with our evaluation by creating tools and objective guidelines for this important process.

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