

THE NEW MODEL OF ISRAELI SCHOOL BASED MANAGEMENT(SBM) IN 2012- THE SALVATION STEP FOR THE EDUCATION SYSTEM IMPROVEMEMT

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Аннотация

Министерство образования Израиля способствовало реформе управления начальных школ (SBM) с той же точки зрения, что была поддержана многими исследованиями в мире. SBM создало ряд преимуществ, но возникли новые трудности между другими элементами трио – Министерством образования и местными органами власти.

Abstract

The Ministry of Israeli Education promoted elementary schools forward School Based Management (SBM) Reform, from viewpoint, which was supported by many researches in the world. SBM created several benefits, but new difficulties were encountered with the other two pieces of the trio - the Ministry of Education and local Authority.

1. Introduction.

The SBM entered into the traditionally Israeli educational system, that's characterized with a high degree of central control. Israeli educators realized there is a negative impact of centralized educational system [5]. Later, in 1992, the Ministry of Education has established a committee to study the possibility of conducting the global trend of SBM in Israel. The committee recommended several guiding principles [3]:

1. Schools will establish a clear definition of the goals; 2. The schools must plan a clear work program with specific goals and exhibit the plan at the beginning of the school year to the district supervisor and members of the community; 3. Schools will be used to monitor and evaluate

the implementation of the process; 4. The schools are given full independence by using the budget; and 5. The schools expand their authority on personal matters.

The new Israeli SBM reform, which is presently underway, focuses on new phase of budgets, by funding primary schools per a "student service basket"; Now, principals were permitted to decide, and the new allocation of hours even allowed this, whether to split classes in subjects they preferred and needed, whether to add a class at a particular age level, to add a therapeutic assistant to a class, to add consulting hours or a librarian's position, to purchase books, computers or equipment – all based on the school's work plan and the budgetary framework at the school's disposal [4].

2. The rationale for Israeli SBM.

Officials of the Ministry of Education simply cannot determine whose firms merged their needs and allocation of resources to every school in the field. There is no doubt that schools administrators are the people who can best identify the local needs and give them the necessary response depending on the circumstances [1]. The rationale behind the Israeli SBM is clear, each school could decide independently how to use the budget at its disposal. In addition, schools will be given the option to decide on the curriculum; Adopting an organizational culture of responsibility, commitment and accountability for educational outcomes in the face of clear objectives a school defines itself, are expected to streamline and better target the school in achieving these goals [2].

3. Purposes of the Israeli SBM.

The main purpose of SBM model is to enable school staff to make independent decisions, meet the maximum extent needs, conditions and specific circumstances of the school and the community of students, thus improving student achievement and school climate. This can be achieved through a unique corporate culture characterized by feedback processes, collaborative decision making and independence of the practice of human and financial resources [6].

4. Assumptions underlying the transition of SBM in 2012 in Israel.

According to National Authority for Measurement and Evaluation in Education [4], in the transition to self-manage conglomerate 2012, several basic assumptions that underlie the transition of self-managing schools:

- The school staff knows the needs of his students and population
- Students' needs change: the transfer autonomy and resources available to the school with less bureaucracy.
- Expansion of autonomy pedagogical, administrative and economic contributes to the empowerment of principals and teachers.
- Optimal pedagogical self-management requires resources and budgets and providing space for discretion in operating resources (pooling resources from different sources).
- Autonomy and authority allows schools also require schools to be responsible and committed to the products of the school's educational accountability.

5. Results of new Israeli SBM in 2012 compared to old SBM in the 90s.

The new SBM model in 2012 is in many ways similar to the model of '90s, the school principal is more freedom to make decisions regarding budget priorities and pedagogical options as well as possibilities for raising additional funds [3]. According to the Ministry of Education, the schools are committed to the curriculum State official quota of teaching hours daily and weekly, are subject to collective labor agreements, as teachers employed by the Ministry of Education and the Secretariat and the servers employed by the local Authority. In addition, schools are subject to the control of funds established by local authorities and the Ministry of Education [5]. However rising number of differences between the implementation of the two SBM reforms [3]:

- SBM of 2012 characterized with more local authority. SBM of 90s each school made a decision independently, and the work of the Ministry of Education was directly in front of the whole school.
- Budget increase: about 50\$ per student, which did not exist in the model of SBM of the 90s.

• Database cash-during 2013 was building a database of financial information, which is to nourish the participating student's self-management process current income and expenditure to have. This tool is designed to allow control of the management of funds by the authority and by the Ministry of Education. This tool is a new and unique new self-management application.

• In the '90sSBM was implemented in an environment where the principalwas with more freedom and flexibility in pedagogical issue of class hours. The current implementation is apparent that a more centralized education system and less pedagogical flexibility given to managers.

6. Conclusion.

In summary, SBM has potential for creating positive change in the education system. In order to give educators if and to what extent, the introduction of SBM in schools has substantial effects on outcomes and efficacy of the schools.

The base of budgets is funding per a "student basket"; now, principals were permitted to decide, and the new allocation of hours even allowed this, whether to split classes in subjects they preferred and needed.

The impression this study giving about the Israeli SBM that, the new phase, which is presently underway, created several benefits, like knowing early all the resources that available based on mutual financing Ministry of Education and the local authority, thus, for the first time at the school can engage in a yearly planning pedagogical. But, in contrast, the SBM lays now between two contrast forces local and central authorities.

In conclusion, theories are one side, butthe implementation is under test. Thus, there is a huge requirement to conduct more researches to evaluate the new Israeli SBM reform.

References

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