



"Corona Studio"

From Global Disruption to Disruptive Innovation in Education Guiding Principles

Partners:





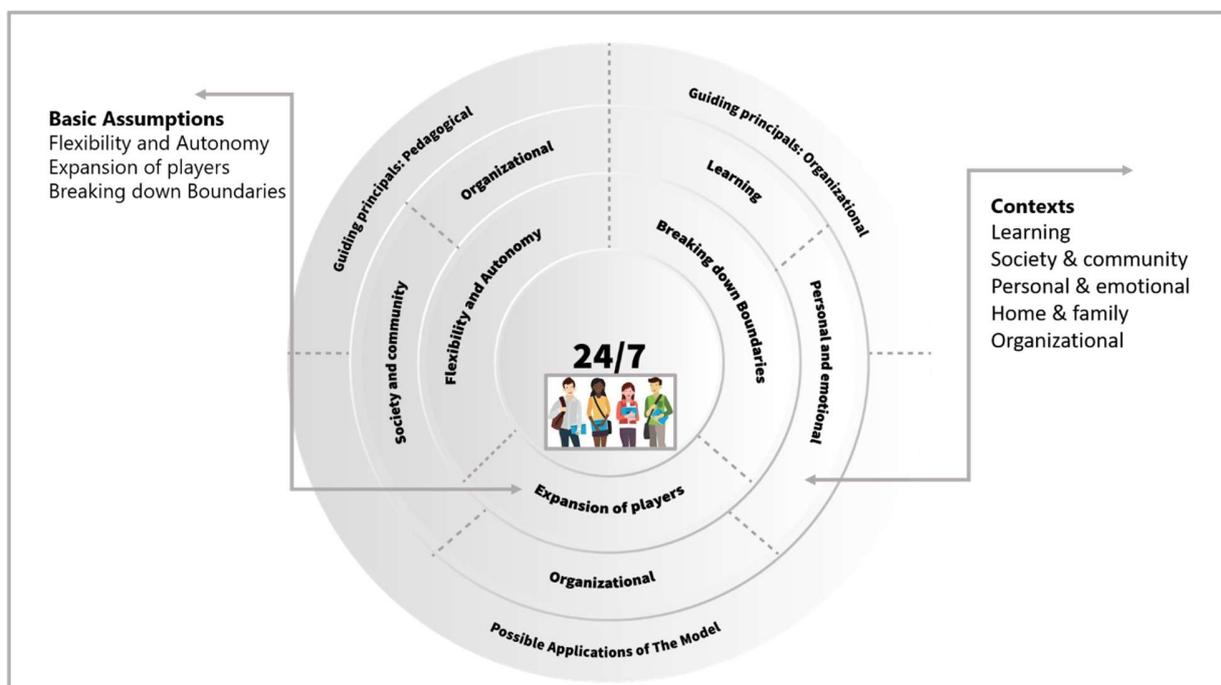
"Corona Studio" – The Model

The Corona period has been an opportunity for many students, teachers, parents, members of society and community members to initiate and change their mindset and actions within the educational context. Case stories from the field were the initial base from which assumptions and components were extracted, from where the innovation and operating principles arose and were observed during this period. The picture that became clearer revealed perceptions and assumptions that are not new in their essence.

The vast majority of the assumptions revealed have been part of the accepted educational innovation discourse in recent years. The major difference is that these new-old assumptions were now put into practice.

There was now the possibility of putting into practice the massive words which we could only dream of in the past.

Over the years, many position papers and documents have been written that have not created any significant changes in the world of education. To lead this different course, we created within the framework of "Corona Studio" a joint program in partnership with 30 organizations and about 60 educators from a variety of different roles and worlds of responsibility. This unique mosaic allows a combination of a variety of perspectives and professional specialization – thereby enabling the building together of a unique product. The assimilation in the field has already begun within the various partners and will intensify in the near future. The leverage of the ideological and practical products of the move will also be implemented by other potential influential people.





Basic Assumptions:

Breaking Boundaries and New Connections

Physical and other boundaries do not dictate or limit the boundaries of the learning arena and personal development.

1. Blurring the boundaries and connecting different frameworks of education and sometimes deconstructing them (home, kindergarten, school, extra-curricular activities, youth movement, community activity...) creates opportunities for the development of new responses and for the connection between influential forces on the student.
2. Domain frameworks (location, age....) are not required conditions for learning.
3. The role of a school / kindergarten is to assist, initiate, promote and encourage the learning and developmental processes that take place in different locations and contexts (home, community, society...). One of the functions of the education system is to accompany this process and make sure that each student receives replies to his needs as well as necessary knowledge and skills. **The process is done with additional various partners.**
4. Breaking boundaries creates an opportunity to develop skills and not just knowledge.

Autonomy and Flexibility

1. Expanding existing autonomy and flexibility (principals, teachers, students, players, time, space, location etc.)

The educational staff knows how to lead the work of education and must be trusted and allowed professional freedom of action. The needs, conditions, and strengths everywhere are different; and hence the focus of decision-making should connect to students and teachers.

2. Learning and development occur mainly when the **student is an autonomous learner responsible for his/her learning** and developmental process and thereby pushes himself. The educational staff and the children are partners in creating the knowledge, its structure and in constructing the learning process.

3. Learning and personal development occurs at **any time and any place**; leveraging the opportunity, which will lead the students and teachers to live life while continually developing "LLL" (Lifelong Learning).

4. Personal development and learning processes may take place in various **different spaces** (home, community, society). This **ecosystem exists around us and should also be used during routine times**.

5. **Common discourse with all the players** (home, community, education system, etc.) involved in the purpose of precise construction of the students' needs - is a significant success factor.

6. **Structural flexibility** (structure, position holders, procedures, regularities, communication methods) is required to address challenges, variables, local needs and to connect between headquarters and the field.



Change and Expansion of the Role and the Influence of Different Players

"I have learned as much from my students as they learned from me" - the educational staff is not the only player in the learning and development processes

1. **Colleagues, parents and community** (informal education, community institutions, academia, industry, etc.) in addition to the formal educational staff are all players in the learning and personal growth process of the children.
2. **Close community** has the power to promote learning processes and school can influence and contribute to the community within which it works.
3. The role of the system is to identify and assist filling in the gaps.
4. Change in the role of the teacher / educator with emphasis on the **emotional personal well-being of the children**. An educator is required to be able to have personal-emotional connection as part of their role and capabilities.
5. The technological area allows for **independence and creative direction of a variety of talents and needs**.

Guiding Principles:

For an Evolving Educational Organization in light of Corona Opportunities

We have identified 2 sets of guiding principles: Organizational and Pedagogical.

Pedagogical principles

1. **Students and teachers guide themselves** (way, goal and evaluation) and are driven by clear and strong inner motivation
2. **Versatility in - what? who? How and when?** Building a local and / or personal curriculum.
3. **Diffusion between spaces and local frameworks -**
 - Reciprocity in the relationship between school and community - ongoing involvement and mutuality of sharing, "give and take".
 - Diffusion of learning and development processes between home and school and increasing the specific significance of the family in the developmental processes.
 - The students' assessment is based on a variety of processes and broad areas of development (not just academic).
4. Building a **package for emotional and personal development and growth**.



5. **The student's assessment is based on a variety of processes and broad areas of development** (not just academic). The skills are a key goal in the learning process and in the development of compatible assessment processes.

6. **The teacher / adult integrates into the development process** - accompanies the child in conceptualization, inclusion, accompaniment, and construction of directions and development.

Organizational principles

1. **Organizational versatility** - breaking frameworks of age, place and time
2. **Flexible management resources** (with no dictations) for new and re-defined positions
3. Development of abilities among the team and other factors **providing a personal emotional response**

Implementations

Passible Applications of the Model: Ideas for Implementation which promotes the above principles

- Schools closed one day a week - learning takes place in different areas with the team involved professionally and in content development
- Multidisciplinary learning around themes. The children can work with any teacher they choose or need at that specific time as per the stage of the project. There will be advanced scheduling of hours supporting the experiment.
- A framework manager will decide on the deployment of time resources according to school needs, such as releasing them from a number of hours in a specific field of knowledge, age group, consolidation of hours and days for out of class work/ multidisciplinary learning.
- Individual (one on one) hours regardless of place and time and partners
- Innovation team / entrepreneurship creator at the school to help any teacher in the school come up with ideas for implementation, promoting the principles and executing them
- Changing the role of 'coordinator' to the role of counseling, mediation, mentoring, and enabling
- Older students to help younger students both in-school and on remote learning.
- Teachers and students to build learning units together
- Use of teenagers everyday digital platforms for learning processes
- Construction of a multi-year and multi-dimensional digital tool for the student support system



- Each school to “adopt” some unit in the community for joint ongoing activities throughout the year for the benefit of the two sides. Where possible - a field that grows vegetables with local farmers, in urban places working with local industry
- Mixing of staff: teachers will conduct activities in the framework of informal education, instructors from informal education will teach classes within the school. The teams from the informal education will become part of the school staff, thus expanding all the different frameworks
- "Practicum in the community" - such as: ninth graders going on a yearlong experience in the community.
- Establishment of a "school for parents" as a joint initiative of the school and educational / social factors in the community
- Joint learning in school and at home based on intergenerational learning, the value of giving and of belonging...
- Students and teachers in mixed groups, leading learning and social activism in their community
- Development of informal activities (extracurricular activities) intended for family recreation
- Development of neighborhood / local sports frameworks (instead of "associations")
- Diverse and leading community - establishment of entrepreneurship centers (business and social) in the community.
- Integration of the youth movement and youth leadership programs within the school day
- Annual trip for families
- Science museums - building an experiential exhibition on emotions
- Parents' meeting will be held at home / Zoom and will include a number of people accompanying the child, including youth movement counselors, basket-ball coach ...
- Providing guidance to teachers in the emotional field of supervision
- Teachers will receive emotional support themselves
- Children can come to school with their pets
- Familiarity with the different faces of teachers and students - expanding the diverse personal expression of each person.
- "Call Center" of children supporting children
- Reverse parent meeting
- Joint learning groups of parents / teachers and possibly also children
- Remote learning day. The learning center is the home space (rooms in the house, household members and more)
- A common theme for learning at home



- The child learns independently and teaches the members of the household
- Children become ambassadors for learning and education at home - conveying messages
- Zoom as a tool to create more urgent and ongoing connections with parents.
- Connecting parents to school events through technological means - such as broadcasting a ceremony in real time
- Feedback 360 (Children / Parents / Teachers)

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