



# The Alumot Program

## Vision, Goals, and Objectives

### The main problems in colleges of teacher education

**2** Organizations in the academic field of education tend to operate in silos—each college and organization on its own. This limits the efficiency of improvement processes, and eventually, widens the gap between the center and the periphery in Israel.

**1** There is a lack of skilled candidates for senior positions in academic management. Academic management requires academic seniority, but the latter may be acquired without any managerial skills.

**3** The world of education is changing at an accelerated pace, and teacher education is having difficulty keeping up with it. The relevance of academe to the field cannot be underestimated.

Developing a cadre of educational leadership in the world of teacher education, a cadre whose members aspire and are able to fulfill senior management roles, act in partnership, and create collaborations between academics, and between them and the field, in order to advance teacher education in a changing world.

## Vision

## The goals of the Program

Fostering the managerial skills and abilities of the senior academic echelon in colleges of education and increasing their motivation to take on managerial roles in the field of teacher education.

Establishing a cross-sectoral system perception and promoting system-wide moves to enhance teacher education in Israel.

Developing a network of colleagues operating in trust and with a wide perception to improve the quality and relevance of teacher education.

## Main Objectives

### Goal no. 1

**Fostering the managerial skills and abilities of the senior academic echelon in colleges of education and increasing their motivation to take on managerial roles in the field of teacher education.**

- A. Improving the personal, interpersonal, and professional skills of the colleagues, with an emphasis on leadership and abilities to manage systems within the ever-changing world of education.
- B. Broadening and deepening the knowledge about teacher education and about the management of teacher training and development processes.
- C. Developing the ability to transform a vision into action, both individually and as part of a team and a network.
- D. Practicing various learning methodologies: shadowing, employing illustrations, consulting with colleagues, and analyzing case studies.

### Goal no. 2

**Establishing a cross-sectoral system perception and promoting system-wide moves to enhance teacher education in Israel.**

- A. Meeting policy makers to understanding of the world of teacher education.
- B. Investigating central issues in the professional field of teacher education in Israel and developing applicable procedures of action, while gaining exposure to other strategic perspectives and possibilities abroad.
- C. Formulating a theory of change which would facilitate improvements in teacher education by the graduates of the program.
- D. Laying the foundation for continued collaboration between graduates of the program and throughout the network.

### Goal no. 3

**Developing a network of colleagues operating in trust and with a wide perception to improve the quality and relevance of teacher education.**

- A. Conducting training based on honest and open discourse about the professional and systemic challenges in the colleagues' professional world, conducted with attentiveness, empathy, and mutual trust.
- B. Deepening the fellows' acquaintance of groups in Israeli society and promoting critical thinking about the field of education.