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**Long Abstract**

**The School Inspector as a Promoter of  
Reforms and Innovative Pedagogy in the  
Education Systems in the 21st Century**

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# **INTRODUCTION**

## **Context for the Research**

Education systems around the world face critical questions about how schools prepare future citizens for optimal integration into a future society (OECD, 2018). There is a saying that we cannot solve problems using the same way of thinking that we used when we created them. This saying embodies part of the difficulty in trying to adapt education systems to the 21st century. One of the main problems we have when we consider the place of the school as an educational institution that prepares the future generation is that the future is unclear and unknown (Partovi, 2018). In its analysis of approximately 750 occupations in 2017, the McKinsey Institute pointed out that 51% of the jobs are highly likely to be automated by 2055. This does not mean that mass unemployment is expected, as there will be an expansion of required occupations and skills, but it certainly indicates the necessity for training that is different from what exists today (McKinsey Global Institute, 2017).

The development of the education system is a complex challenge. The system is required to prepare students for life in the years 2040 and beyond, yet it is currently unclear what the required job skills will be at that time.

The gap is reinforced in schools today, where the teaching methods and the curriculum, are almost no different from those of 1918, except perhaps in the introduction of ICT into the classroom. It is clear to us today more than ever that the school must be relevant to its students while looking towards the future.

It is clear that the school must move in the direction of encouraging problem-solving, creative thinking, digital skills, and collaboration. However, schools still teach memorization of knowledge when it changes daily and is accessible to almost everyone at the touch of a button and focus on the use of technology - how to create a document or presentation - rather than creating technology (Partovi, 2018).

The gap between what exists today and what actually needs to be done leads education systems around the world to try and promote change through educational reforms (Berkovich, 2017). These reforms translate into an educational policy that must be implemented in schools, monitored and evaluated. This is where the school inspector comes in as a trustee for the state to lead these processes vis-a-vis school principals (Ehren, Janssens, Brown, McNamara, O'Hara, Shevlin, 2017). One of the central approaches of these educational reforms is to rely on innovative pedagogy with the understanding that change must take place at the heart of the educational process (Kozma, 2003).

This study examines the contribution of the school inspector as the implementer of educational reforms in schools and the promoter of innovative pedagogies. The importance of research in the practical construction of educational reform processes and the promotion of innovative pedagogies is the key to remaining relevant and meaningful in a changing society.

### **Research Aims**

1. To examine the perceptions of school principals and school inspectors regarding the inspector's role in promoting and implementing educational reforms.
2. To examine the role of the school inspector as a pedagogical leader who promotes innovative pedagogy in the education system.

### **Research questions**

1. What are the perceptions of school principals and school inspectors regarding the school inspector's role in promoting and implementing educational reforms?
2. What is the role of the school inspector as a pedagogical leader and promoter of innovative pedagogy within the education system?

The first question seeks to find answers to the first and qualitative part of the study - to examine the perceptions of school principals and school inspectors regarding the role of the school inspector in implementing educational reforms.

The second question examines attitudes related to the integration and assimilation of innovative pedagogies in schools. This question was examined quantitatively using questionnaires.

## **Research Hypotheses**

**Hypothesis 1.** It will be found that the school principals will perceive the role of the school inspector as a professional leader in promoting educational reforms.

**Hypothesis 2.** It will be found that school principals and school inspectors perceive the role of the inspector as a pedagogical leader in innovative pedagogy.

The position of the school inspector at the main crossroads of the educational system can have an impact on broadening the world of knowledge and the perspectives of school principals regarding innovative pedagogies, thus helping schools adapt to the needs of the 21st century.

## **Research Variables and Time Frame**

### **Dependent Variable**

The dependent variable is the school inspector as a promoter of educational reforms and innovative pedagogy in the educational system.

### **Independent Variable**

The independent variable is Innovative pedagogy as educational reform.

### **Gap in Knowledge**

In Israel, the definition of the role of the school inspector was last updated in 1996. The definition of the position in Israel deals mainly with the areas of responsibility and tasks required of the school inspector and less with the essence of the job and its benefit to the education system. The existing literature deals quite a bit with the influence of the school inspector, mainly on the achievements of the schools under his supervision (Ehren, Gustafsson, Altrichter, Skedsmo, Kemethofer, Huber, 2015). In addition, there are different models of supervision that have developed in the world (Bogler, 2014). Comprehensive literature dealing with educational reforms (Cuban, 1990; Sharples, Adams, Ferguson, Gaved, McAndrew, Rienties, Weller, Whitelock, 2013) as well as pedagogic innovation in the 21st century can also be found (Fullan, Foreword, & Barber, 2014; Serdyukov, 2017).



No research has been found regarding the connection between the reexamination of the role of the school inspector and the two main challenges that accompany the world's education systems in the 21st century: the proliferation of educational reforms that are taking place at an increasing pace, and the need for innovative pedagogy.

## **CHAPTER I: THE ROLE OF THE INSPECTOR IN THE EDUCATION SYSTEM**

### **I.1 The Inspector's Role**

Schools are inspected all around the world, and the assumption is that this is a positive way that contributes to the quality of schools and education systems (Ehren & Visscher, 2006). Before addressing the ways inspectors do their part, it is necessary to ask the following questions. Do we need inspectors, and why? In the centralized welfare state and the decentralized country, the local government defines the central government, but in a centralized country, the regulation is direct, while in the decentralized state there are indirect regulatory patterns. This difference derives from the fact that in the centralized state, the central government not only determines the policy but also is responsible for the implementation.

Therefore, the means of control they adopt are bureaucratic-hierarchical, whereas, in the decentralized situation, there is a structural division between policymakers and their operations (Mitnick, 1980). We live in a world where regulation and compliance are a large part of the daily language and the goal of most sectors (Ogilvy, Ryan, & Hall, 2017).

The assumption is that education is the key to a better future and that the state must provide an excellent education for its citizens (Ehren & Visscher, 2006). The thought is that it is the responsibility of the State to provide care in schools, and what it takes to operate schools was established in Prussia between 1750 and 1830. This idea has been deeply ingrained in the minds of politicians, educators, and parents (Van Bruggen, 2010). Inspections are one way to ensure that the government requirements are translated into appropriate processes in schools, according to specific quality standards (Ehren, Altrichter, McNamara, & O'Hara, 2013).

## **I.2 School Inspectors in Romania**

In Romania, the CSIs, County School Inspectorates, are implementing the national educational policy. The Romanian education system is centralized. The Ministry of National Education and Scientific Research (MNESR) outlines the educational policy and responsibilities for education strategies.

## **I.3 The Education System in Israel**

The education system in Israel is managed through cooperation between the Ministry of Education, the Ministry of Finance, and the local authorities. While the autonomy of schools has grown, the Ministry of Education sets the education policy, especially in elementary schools and high schools, although high schools are under the responsibility of local governments (OECD, 2014). The complexity of Israeli society and its various human fabrics in many ways are reflected in the country's education system. The heterogeneity of the education system is expressed at different levels in the system structure and budget, as well as in the existence of many types of educational institutions tailored to the needs of different sectors. It is customary to present the structure of the education system in Israel according to five main sections: age (educational level), legal status, educational institution, type of inspection, and sector (Worgen & Fidelman, 2009).

### **I.4 The School Inspector in Israel**

The Israeli school inspection is based on the British education system, which was established in the period of the British Mandate in Israel in the years 1917-1948 (Yaacov & Schmida, 2005). It is necessary to know the roots of the Israeli education system in order to understand the structure and functions of the school inspectors' role.

The leading role of His Majesty's Inspectors (H.M.I), as they were called in the British education system, was to accompany the school governing body, including guidance and advice. There were separate inspectors for the Arab and Jewish sectors.

With the establishment of the State of Israel, the needs of the new state necessitated a change in the definition of the inspector's role. In practice, the role of the school inspector formally entered the official education system in Israel in 1956, and only in 1969, it was defined (Ministry of Education, 2018). The educational staff required professionalism in order to address alternative issues such as language gaps, multiculturalism, prejudice, and absorption issues. In the first years, the school

inspectors were usually experienced teachers, most of whom without any academic degree.

The educational inspector functions were specified in detail in the year 1956 in the State Education Regulations Inspectors, which include ten areas of responsibility, including the condition of furniture, learning equipment, and discipline. Alongside these are pedagogical areas dealing with teaching methods, organization of teaching, teacher training, and evaluation of the work of the principal and teachers.

The objectives of the Supervision Department were, among other things, to evaluate the extent to which the Ministry's policy was implemented, to examine the performance of each educational institution according to established indicators, to assist the educational institutions and the entire educational system in identifying areas for improvement and promoting their advancement. The supervision is also intended to ensure that educational institutions utilize public funds in a proper and effective manner. (Ombudsman, 2017).

In 1996, there was an amendment to the law. The change was designed to match the role of the school inspector to the changing age. The redefinition, not only did not benefit the school inspector, on the contrary, it increased the gap between the law and the tasks imposed upon it. The renewed definition imposed additional tasks on the school inspector, and it became difficult to identify the main areas of activity in his position.

Those who wish to participate in the tender for the post of school inspectors in high-primary education are also required to hold a permanent teaching license in secondary schools. In the tenders concerning the supervision of schools in the State Religious system, special education, and ultra-Orthodox education, specific requirements were set for these educational streams (Ombudsman, 2017).

In response to the State Comptroller's report that was published in 2017, a new committee was appointed in the Ministry of Education to examine the role of the school inspector. The 2018 committee had several recommendations:

- To accompany a maximum of 20 schools.
- To reduce administrative tasks.
- To accompany the schools according to the location of the ministry.
- To build a digital database for each inspector.
- To develop evaluation tools for schools with a particular focus.

There are other recommendations, but there is a visible trend to focus the work of the school inspector on the pedagogical accompaniment, focusing on under-achieving schools (Ministry of Education, 2018).

## **CHAPTER II: REFORMS IN THE EDUCATION SYSTEM**

### **II.1 Reforms in Education**

Reform in the sphere of education is defined as a planned process of change meant to achieve praiseworthy purposes from the points of view of their initiators (Wideen, 1995). This definition implies that reforms are top-down processes. A study by the Rand Corporation in 1978, for the US Department of Education, examined the factors behind the success or failure of educational reforms financed by the government. Although years have passed, the study conclusions are as relevant today as then. The findings show that if there is no commitment on the part of the teachers in the early stages of reform, then there is usually no chance of enlisting them for support in the advanced stages of implementation. In other words, reforms, imposed from above, failed to create support and commitment among the teachers and therefore failed. The researchers conclude that the only way that can lead to institutionalized change is a program that already has broad support at the various levels of the education system (Berman & McLaughlin as cited in Greenberg & Sorek, 2003).

### **II.2 The Educational Reforms in Israel in the Last Decade**

#### **Ofek Hadash- New Horizon**

Minister of Education Ms. Yuli Tamir first introduced the Ofek Hadash reform on March 24, 2008. The background of the reform was, on the one hand, to improve the status of the teacher and, on the other hand, to promote student achievement. The reform took place in elementary and junior high (middle) schools. Its main objectives were:

- To improve the status and wages of the teaching staff.
- To change the structure of the teaching position: teaching hours, working with groups of up to five students, and hours for teachers' preparatory work.
- To improve students' learning spaces and teachers' working environments.

- To promote the continuous professional development of the teaching staff (Azulay, Ashkenazi, Gabrielov, Levi-Mazloun, & Dov, 2013).

### **II.3 The Role of the School Inspector in Leading Educational Reforms**

Over the past decade, along with globalization processes, it has led to an increase in education assessments, with the understanding that the quality of education is critical to advancing economic and social processes in the country ( Altrichter, H., & Maag Merki, K. as cited in Ehren, Altrichter, McNamara, O'Hara, 2013). Many studies have examined educational reform frameworks or the role of principals and teachers as key figures in their success or failure. As a continuation of this approach, one can also find studies on the role of the school inspector, especially in the field of his education on school achievements, but not only (Hall, 2016, Ogilvy et al., 2017, Gustafsson J., Ehren, M., Conyngham, G., McNamara, G., Altrichter, H., & O'Hara, J., 2015) .

One of the challenges that characterize education in the 21st century is the rate of change in almost every area of our lives when this phenomenon does not skip the education system (Eisenberg & Zelivansky, 2018). The educational inspector's place in leading and implementing educational reforms in schools is missing (Gaziel, 2007). One of the reasons that lead to the failure of reforms in the training of the school inspectors, which in essence is not greatly different from that of the school principals, although it should have characteristics appropriate to their role (Cooper, Fusarelli, Jackson, & Poster, 2002).

This fact, that there is no special professional development for school inspectors involved in implementing reforms and changes, is remarkable in itself, mainly because one of the components of the successful implementation of educational reforms, which is included in the component identified by policymakers, is the link between political echelons and principals in the field of education (Vidislavski, 2012). It would seem that the role the inspector is precise, but this is not the case.

The role of educational inspectors is currently under discussion in many countries. Some education reforms deal specifically with this issue as a means of influencing education systems. In the United States, it is the role of inspectors to assess how principals meet their goals, and by doing so, the educational inspectors correct structural deficiencies as "managers of leadership teaching programs" (Saltzman, 2016, p.2).

The change was promoted due to the understanding that school principals are required to improve student performance, but in practice, they feel alone in the campaign. Aside from the school achievements, regions had to deal with school principals who did not survive in the system. School inspectors were recruited as an ongoing force for school principals. The idea – to create a role with the declared aim to help school principals improve the quality of teaching in their schools – indicates a dramatic farewell to the conventional approach. In this view, the number of inspectors has increased, and the number of schools they are responsible for has decreased so that inspectors can accompany schools in a meaningful fashion (Saltzman, 2016).

Ofsted- Office for Standards in Education, Children's Services and Skills, (Ofsted, 2011) was established in Britain to improve school functioning and create public transparency in everything related to the functioning and achievements of the educational system. As a result, the role of inspectors has changed significantly. Such a dramatic change is reflected in the subordination of educational teacher departments in British universities to external scrutiny by educational inspectors, directly controlled by Ofsted, not the British Ministry of Education (Paz, 2014).

The former CEO of the Israeli Ministry of Education noted in a discussion on educational reforms that the introduction of educational reform is a very complex process, whose success or failure depends on the change of attitudes (Cohen, 2011). She added that for the change to be accepted and practical, a commitment must be created among the members of the team, and commitment will be created through a partnership process. Furthermore, she stated that inspectors are a well-known contributor to the process of the implementation of reforms in many different aspects (Cohen, 2011).

It appears that the various stakeholders identify the need and potential inherent in changes in the education system. It is possible to review various education systems around the world and to find differences in perceptions, approaches, and means of implementation, but the underlying assumption is that among other things inspectors are required to implement policies and reforms that are common to all.

Thus, pedagogical innovation can be identified as a reform in continents, countries, languages, and cultures. Jackson and Schleicher offer the term VUCA –

volatile, uncertain, complex, and ambiguous – as a way to describe the world that presents us with challenges and opportunities. Innovation in education is one compelling way to deal with those challenges (Jackson & Schleicher, 2018).

## **CHAPTER III: INNOVATION IN EDUCATION**

On January 2014, the former Minister of Education in Israel, Mr. Shai Piron, announced a "national program for meaningful learning" that was to start in the 2015 school year. At a press conference, Mr. Piron said that the Israeli education system had decided to be daring and take a step forward, for the time had come for this step, out of faith in the system and in its readiness to foster a change. The 21st century confronts us with challenges that necessitate a thorough change in the structure, form, and goals of learning (Israeli Ministry of Education, 2014).

Mr. Piron was not the first to declare the need for change. Four years earlier, the then Minister of Education, Mr. Gideon Saar, convened the Knesset's Education Committee for a discussion on the readiness of the education system for the 21st century, emphasizing the integration of computer technology and the assimilation of gap (Vidislavski, Peled, & Pevsner, 2010).

### **III.1 Future-Oriented Pedagogy**

Dramatic changes in society, economy, environment, and politics occur in an accelerated manner. In this reality, the past and present experience cannot provide answers to an unknown future. To provide relevant education, it is necessary to explore the mega-trends in the world (OECD, 2019). One way is using the STEEP analysis model, which covers the fields of society, technology, economics, environment, and politics (Kyler, 2002). An examination of the "big picture" of the trends should be examined in relation to education and the ability to influence it (OECD, 2019). Use of the innovative pedagogy model of the OECD leads to the following points to be taken into consideration – content and curriculum, areas of assessment, learning and teaching practices, organization, leadership values, and rights – and helps to combine between the STEEP analysis and the education system (Israeli Ministry of Education, 2019).

### **III.2 Conceptual framework**

This study seeks to examine the role of the school inspector in implementing educational reforms and innovative pedagogy in schools in relation to the needs of the 21st century. The study is based on the assumption that the school inspector is the link between the educational headquarters and the field in leading pedagogical processes (Ministry of Education, 2018).

There are two research questions - what are the perceptions of school principals and school inspectors regarding the school inspector's role in promoting and implementing educational reforms? In addition, what is the role of the school inspector as a pedagogical leader and promoter of innovative pedagogy within the education system?

The conceptual framework presents the main theories and basic concepts in this study. This research is based on theories that lead to organizational change, educational reform, and innovative pedagogical and educational leadership. The basic concepts were derived from various theories.

- **Management and leadership in education-** Both the research and the perception in the education system see the school principal as an educational leader whose professional leadership will lead the school to success (Nir, 2017). In Israel, the basic condition for reaching the role of school inspector is to serve as a school principal and succeed in the position and therefore, the school inspector is perceived as an educational leader (Ben-Asher, 2013).
- **Educational reforms-** The education system serves as a means of socialization in the modern state. The state takes responsibility for educating its citizens and for the quality of education out of a belief and a desire to create an optimal society (Ehren & Visscher, 2006). The aim of the state is to provide optimal education that is relevant to local and global needs and to the political views and positions of elected officials. These are the factors which lead to educational reforms (Cuban, 1990).
- **Innovative pedagogy-** The challenges of the 21st century are expressed in society, in the economy, in the media, and in practically every aspect of our lives (Avidov-Ungar & Forkosh-Baruch, 2018). Various definitions exist for the concept of innovative pedagogy. Vidislavsky defined pedagogical innovation as redefining the goals of education and the characteristics of the learner (Vidislavski, 2000). Serdyukov (2017) elaborated that innovation is a process



by which we change the world for the better in meaningful ways (Serdyukov, 2017). The concept of innovative pedagogy is widely used, but with varying definitions (Bass, 2012).

- **Public education-** Parallel to the consolidation of the modern state model, it was recognized that education is the key to social mobility and the establishment of an optimal society (Ehren & Visscher, 2006). The state's responsibility for public education developed in Prussia between the years 1750 and 1830 assimilating the concept that it is the state's responsibility to provide optimal education for all its citizens (Van Bruggen, 2010). Public education soon became one of the most significant phenomena of the 20th century. Alongside the increase in the number of public schools, various social theories developed as a way of promoting educational concepts and educational policies (Browning & Shimahara, 2018).
- **Policymakers-** Individuals who determine the policies of an organization or a government (Dictionary, 1978a).
- **Public opinion-** The thoughts or beliefs that ordinary people have about a particular topic (Dictionary, 1978b). The use of this term in this study refers to public opinion as a factor influencing policymakers in relation to the erosion of educational policy and educational norms (Hattie, 2015).
- **Leave a mark-** The desire to leave an imprint is attributed mainly to elected officials who, during their term of office, seek to leave their mark on society in the present context by influencing the education system (Vidislavski, 2012).
- **Leading an agenda-** Issues on the agenda of elected officials, organizations, and policymakers (Dictionary, 1978c).

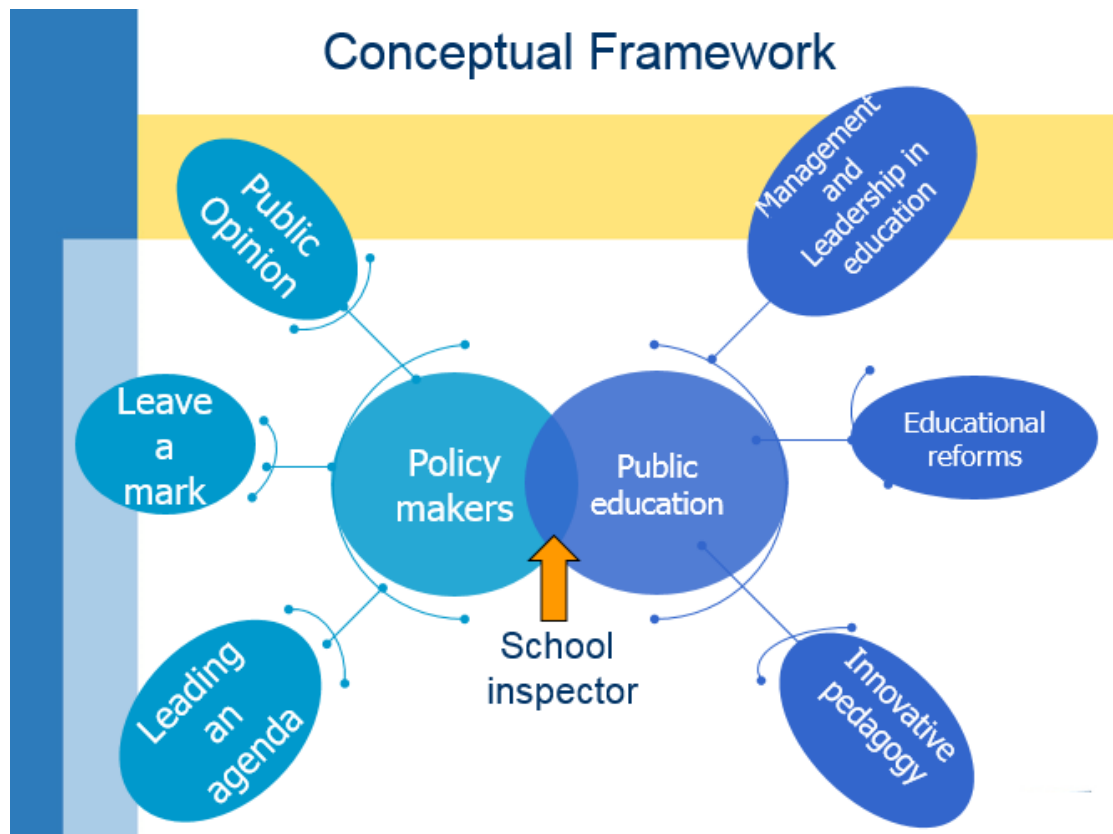


Figure 1.III: Conceptual framework (original contribution)

The figure shows the unique position of the school inspector, between the forces and interests that attract each one in his direction. The role of the school inspector poses both challenges and opportunities, in mediation and the creation of working relationships and partnership between the various bodies and in meeting the pressures and tensions generated by the various stakeholders.

## CHAPTER IV: RESEARCH DESIGN AND METHODOLOGY

### IV.1 Research Paradigm - Mixed Methods Research

The study employed the mixed-method research, combining both quantitative and qualitative strategies, This method has proven to lead to/provide a high chance of receiving extensive results in order to understand a phenomenon under investigation

(Leavy, 2017). A mixed-method study involves aggregation or analysis of quantitative data and qualitative research in which data is collected in a single simultaneous process or sequentially, is given priority, and in which data integration is used in one or more step in the research process (Wilson & Creswell, 2009).

Using the mixed methods study has several advantages: (1) it allows us to compare quantitative and qualitative data in order to compare quantitative results and qualitative findings; (2) it reflects the participant's point of view when presenting his voice; (3) it provides methodological flexibility and facilitates several study designs (Wisdom & Creswell, 2013). Furthermore, mixed methods provide an opportunity to examine and research an issue from several aspects (complementariness) (Greene & Caracelli, 1997).

## **IV.2 Qualitative Research**

For many years, scientific research and its tools dominated most research fields, including in the fields of humanities and social sciences. According to this accepted model, researchers were accustomed to searching for objective measuring tools and any other method that could be quantified, counted, and reconstructed. The use of scientific research tools in education has often led to the overlooking of an in-depth explanation of relevant phenomena. One such example is the meaning of an 'average student'. In recent decades, this perception has changed, and the understanding that qualitative research brings with it additional tools in the areas of anthropology, nursing, psychology, and education has enabled us to ask relevant research questions in these fields (Shkedi, 2003).

## **IV.3 Quantitative Research**

Quantitative research is based on the empirical and positivistic theories of researchers such as Comte, Dorkheim, Newton, and Mill. Primary among the quantitative research methods are statistical and probabilistic methods of collecting quantitative knowledge, and its analysis for mapping and predicting processes, phenomena, and patterns. Quantitative research methods rely on fundamental empiric assumptions, that is, an examination of facts in objective reality. Quantitative research is formal and unbiased and strives towards generalizations and insights (Wilson & Creswell, 1996). Kaniel (1997) defines some ten characteristics

of quantitative research, some of which will be present here. Quantitative research emerges from structured theory, the hypotheses are deductively derived from theory and studies, examine a small number of variables within a large number of subjects, and focus more on products (Kaniel, 1997a).

#### **IV.4 Case Study**

Different definitions exist for the term 'case study'. Flyvbjerg (2011) brings definitions with different characteristics and aspects (Flyvbjerg, 2011), although all possess a common understanding that a case study allows for learning, either on a personal or organizational level, about processes that occur as part of the event under study (Yosifun, 2016). As a way of distinguishing a 'case study' from ethnography, which also investigates observations and phenomena in human society, based on fieldwork, Silverman, crystallizes the definition as limited research in place and time, rooted in a socio-cultural or even physical context (Silverman, 2016).

Flyvbjerg (2011) describes four characteristics of a case study: (a) the limits of the case; (b) complexity, diversity and the depth of the case; (c) developmental variables anchored in time and place; and (d) the relationship of the case to the environment in which it operates (Flyvbjerg, 2011).

Yin (1984) suggests several categories of case study:

- **Exploratory** case studies are designed to investigate any phenomenon in the data that serves as a point of interest for the researcher.
- **Descriptive** studies describe the natural phenomena that occur in the data in question.
- **Explanatory** case studies try to explain phenomena in the data via strict examination, both at a surface and deep level (Yin, 1984).

## IV.5 Research Design

The research design presented in the following table summarizes the research methodology.

Aims	Objective	Research Tool	Participants	Data Analysis
1	In-depth inquiry of perceptions and dilemmas to examine the role of the school inspector as an initiator and promoter of innovative pedagogy for education systems in a globalized era.	Semi-structured interviews developed especially for this study	10 elementary school inspectors  10 elementary school principals  2 policymakers	Qualitative-content analysis by categories
2	Inspector's role in implementing reform: 'Vacation School'	Case study - using in-depth interviews	10 elementary school inspectors  10 elementary school principals	Qualitative-content analysis by categories

<b>3</b>	Inspector's role in implementing reform and innovative pedagogy.	Questionnaires	42 Elementary school inspectors + 25 school inspectors	statistics
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Table 1.IV: The research design

#### **IV.6 Research Population and Sampling**

The research population for this study consists of policymakers from the Ministry of Education, elementary school inspectors, and elementary school principals. This population directly relates to the work of the school inspector and has a first-hand impact on his work. Moreover, the interaction with these functionaries shapes the role of the school inspector beyond any officially formulated job definition.

#### **IV.7 Sampling method: Purposeful sample**

The development of the sampling method in the statistical study enables the researcher to select a sample of cases as a means to conclude the general population. Thanks to the development of sampling theory in statistics, researchers are not required to approach each of the individual subjects regarding whom they wish to conclude the general population, but rather, analyzes the data collected from a selected sample population (Yosifon & Shmyda, 2006).

The research seeks to implement his findings beyond the study itself. The generalization range encompasses four circles: population, time, events and places. To make a correct generalization, the researcher must perform a proper sampling of the population, time, events, and places. Correct sampling is reflected in two characteristics: the sampling method and the sample size (Kaniel, 1997b). In quantitative research, only people are sampled (McCrae & Pursell, 2016).

Sampling in qualitative inquiry, by contrast, involves a more extensive broader research space. Such case studies use a wide variety of data, such as accounts, sites, and documents (Charles, Ploeg & Mckibbon, 2015). This study incorporates several sampling techniques. The researcher uses purposeful sampling, and Patton (2015) explains that the rationale and power of purposeful sampling lie in selecting rich data examples for in-depth study. Rich data examples are those from which one can find out

a large deal about topics of fundamental importance to the function of the research. Studying information-rich cases yields insights and in-depth understanding (Patton, 2015). Choosing school inspectors and school principals allow a focused study of the research subject, thereby enabling a general rule to be learned/inferred/deduced from the private case.

#### IV.7.1 Profile of the Study Population

It is significant to note that several characteristics define the role of principals and school inspectors in Israel. The prerequisites for applying for a school management job are:

- **Teaching experience** - Experience in the practical teaching of at least 5 years in primary and/or elementary schools, grades 1-1, in Israel.
- **Academic education** - A recognized academic degree from an institution of higher education.
- **Pedagogical education**- Teaching Certificate (State Education Regulations, 2017).

Beyond these threshold conditions, a potential candidate for these positions must demonstrate experience in leading systemic processes and possess experience in various system positions in the school. To become a school inspector, you must first prove yourself as a school principal.

Table 2.IV: Profile of the Study Population

Participant	Age	Role		Years of experience
1	53	Former Minister of Education		25
2	51	Director of the Primary Education Division of the Ministry of Education		28
3	45	Head of training school inspectors at the Avney Rosha' Institute		22
Participant	Age	Role	Years of experience as an inspector	Previous role

1	59	School inspector	16	School principal
2	58	School inspector	10	School principal
3	60	School inspector	12	School principal
4	52	School inspector	10	School principal
5	47	School inspector	4	School principal
6	53	School inspector	10	School principal
7	55	School inspector	10	School principal
8	45	School inspector	2	School principal
9	53	School inspector	4	School principal
10	49	School inspector	3	School principal
<b>Participant</b>	<b>Age</b>	<b>Role</b>	<b>Years of experience as a school principal</b>	<b>Seniority in the educational system</b>
1	53	School principal	10	16
2	58	School principal	15	37
3	52	School principal	16	31
4	47	School principal	7	26
5	59	School principal	27	39



6	59	School principal	17	37
7	46	School principal	8	23
8	45	School principal	8	25
9	55	School principal	18	31
10	50	School principal	18	30

## **CHAPTER V: THE RESEARCH FINDINGS**

### **V.1 Findings Related to the First Research Question**

1. School principals value the most educational involvement activities, meaning leading educational team and school environment to improvement in teaching. Increasing quality pedagogic programs and assessing school performance in order to create an organizational culture of permanent improvement.
2. Principals put a high value on gaining more knowledge regarding educational reforms.
3. Principals give high value to school climate, while they stated that the organizational culture of the school is highly essential to increase school quality.

**Examining answers of inspectors showed similar to perceptions as principals:**

1. The school inspectors view high importance to educational involvement, that is, they put significant time and effort to be more involved in school, among teachers and to induce and facilitate processes to improve education in schools.
2. Results show that inspectors use assessments to improve teaching.

### **V.2 Findings Related to the Second Research Question**

Results suggest that inspectors are perceived as leading critical educational processes at schools, mainly by improving cooperation of teachers and by using their knowledge on reforms in order to increase the pedagogic level at schools.



### V.3 Quantitative findings

Findings Emerging From Research Question 1: What are the perceptions of school principals and school inspectors regarding the school inspector's role in promoting and implementing educational reforms?

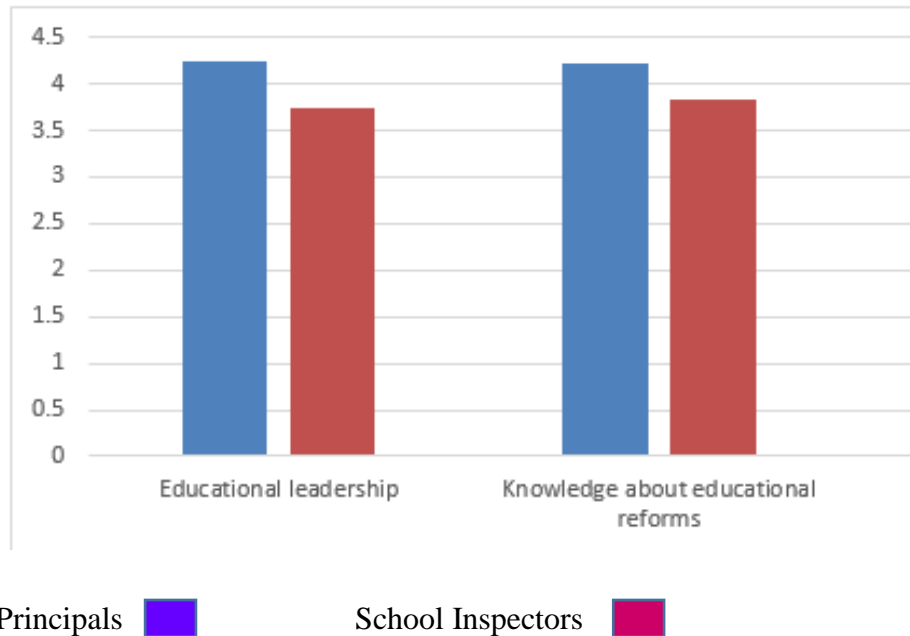


Figure 1.V: Comparing between principals and inspectors

Statistical Findings that Emerged from the Research Hypothesis:

School principals perceive the school inspectors as having the knowledge to lead educational reform as well as the educational leadership needed for this process.

### Findings Emerging From Research Question 2:

What is the role of the school inspector as a pedagogical leader and promoter of innovative pedagogy within the education system?

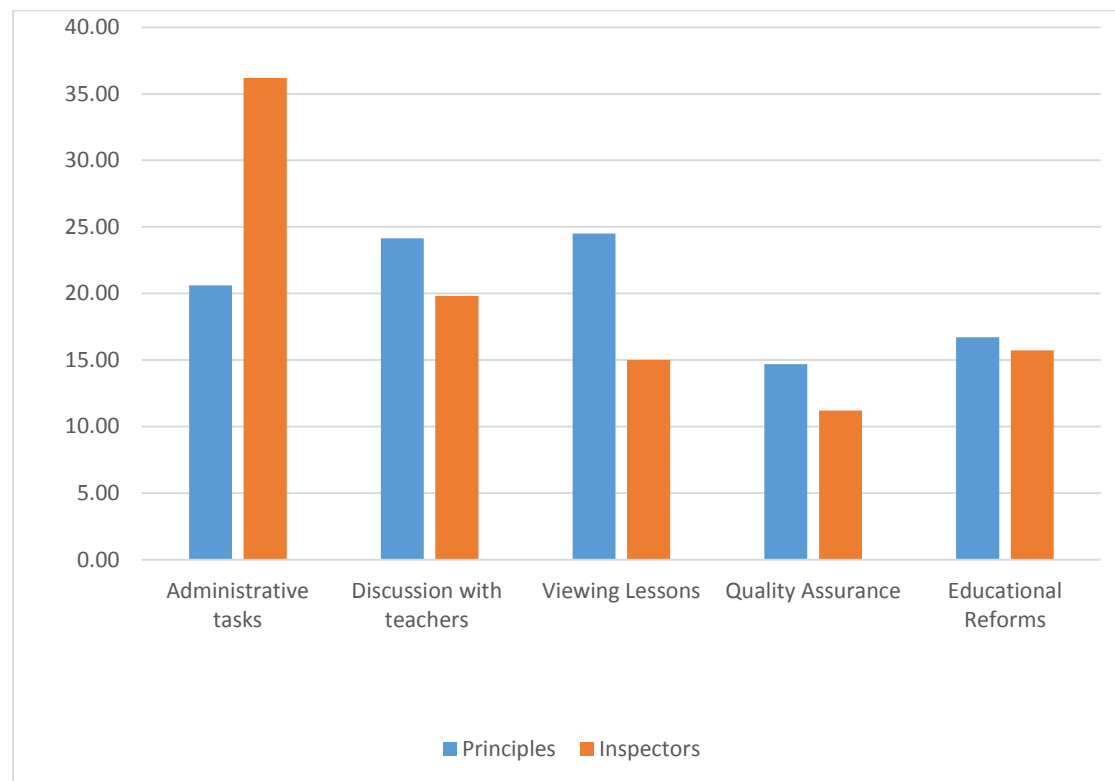


Figure 2.V: Percentage of time dedicated to various educational tasks between principals and school inspectors

#### Statistical Findings that Emerged from the Research Hypothesis:

Both principals and school inspectors spend a lot of time on administration, more than in pedagogical issues. Yet, they do use the school inspector as a professional leader to promote pedagogical improvement.

#### **V.4 Integrative findings**

1. The perceptions of principals and school inspectors regarding the school inspectors' role in promoting and implementing educational reforms.

1.1. Politics stands in the way and prevents direct communication between headquarters and the field, i.e., the schools.

1.2. Frustration is created among school principals because of an obstructing the flow of information. There is a need for the input of the inspector to facilitate the assimilation of the reform.

1.3. The school inspector has a central role in controlling the school's activities.

The school inspector is the field officer of the educational staff, and as such, he has to make sure the Ministry of Education policy is indeed being carried out.

1.4. Declaring an educational reform means announcing a change in priorities in the education system, which means that the whole line of education, starting with the education minister and staff, is aligned accordingly.

1.5. It appears that the multiplicity of reforms creates a sense of lack of trust in reforms among school principals and school inspectors because of their lack of understanding and deep assimilation. Along with the feeling that the motives of the reforms are not always in the interests of the educational system and its students.

1.6. Reforms are often accompanied by many objections; it is natural given that people are afraid of changes. At the same time, in recent reforms, it appears that school principals also join the cycle of resistance, which makes it difficult to implement reforms in schools.

1.7. Many reforms are often accompanied by objections. This is natural, considering that people are afraid of changes. At the same time, recent reforms have seen school principals join the circle of complaints, a situation that makes it difficult to implement reforms in schools.

2. The role of the school inspector as a pedagogical leader as a promoter of innovative pedagogy.

- 2.1. It can be concluded that the definition of innovative pedagogy is not unambiguous, and it seems that educators tend to link pedagogical innovation with innovative technology.
- 2.2. It seems that technology has accelerated the implementation and implementation of innovative pedagogies, but also from the discourse shows that it is possible to maintain innovative pedagogy even without technology.
- 2.3. Reforms can occur from top to bottom or vice versa. The new learning environments are a trigger for innovative pedagogy but cannot ensure its existence.
- 2.4. It seems that pedagogic innovation can be carried out independently of resources, but it is not sure that this is always true and over time. It appears that the demand for innovative pedagogy will be optimized with the necessary resources.
- 2.5. Vocational training is a necessity if we are to introduce innovative pedagogy in teaching and learning in schools.
- 2.6. There is an encouragement for the initiatives of teachers and school principals, and there is a need to think about the initiatives of school inspectors.

## CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

### VI.1 Conceptual conclusions

Conceptual conclusions: Rethinking the perception of the school inspector as a pedagogical leader of innovative pedagogies for the 21<sup>st</sup>-century education system.

The conclusions that emerged from the discussion of the findings raised the potential of the school inspector in his role and involvement to be a pedagogical indicator of the leadership of the school principals, both in the implementation of educational reforms and in the implementation of innovative pedagogies. The findings indicate the involvement of the school inspector and his influence on the school principal's agenda, as well as his involvement in promoting the learning and teaching processes of his principals and the teaching staff in the schools for which he is responsible.

The findings of this study suggest that education systems in the 21st century should rethink the role of the school inspector and offer new perspectives as a way to increase the effectiveness of his work in leading critical processes in 21st-century schools.

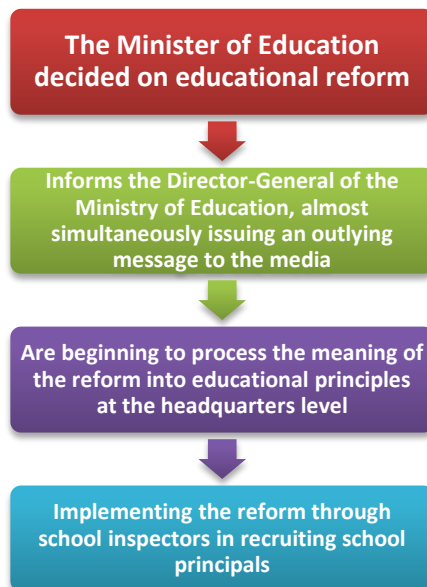


Figure 1.VI: The way educational reform is being conducted now (Original contribution)

To date, the educational reforms in Israel, according to the study, are in a "top-down" approach. School inspectors, managers, and even policymakers in the ministry shared in interviews, complicated feelings about how the news of educational reform reaches them for the first time - usually through the media.

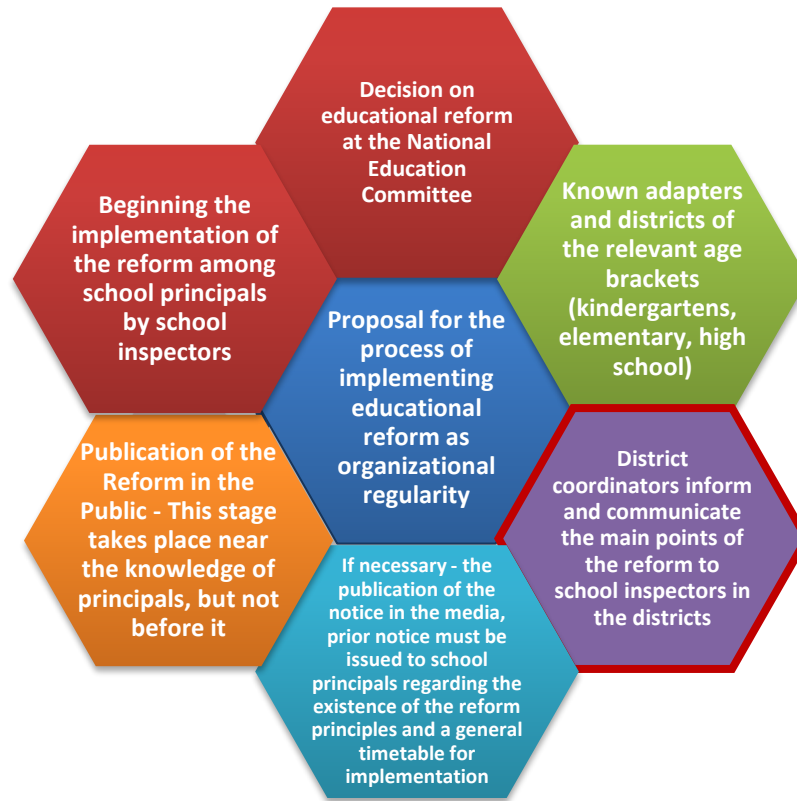


Figure 2.VI: The way policymakers are proposed to reform following the study (original contribution)

This process comes in a more appropriate regularity to the 21st century. This regularity offers a framework of partnership as a conceptual basis for thinking and promoting educational reforms, establishing a national education council in which interested parties share a professional majority.

The implementation process places the school inspector in a stage before informing the school principals about the reform itself, which allows the school inspectors to provide initial response and to mediate the reform for the principals, particularly concerning the educational principles in the school.



Today, it is impossible to ignore the desire, especially of elected officials, to involve the media in every move, especially one that promotes their status. Therefore, the process attempts to work with this assumption and not against it - with the understanding that the status of education leaders - policymakers, school inspectors, and principals should be respected.

## **VI.2 Practical implication**

The findings of the study raised a number of topics from which several recommendations for implementation can be suggested. These recommendations are correct for the education system in Israel, but not only. The practical recommendations assume that the role of the school inspector is, in essence, a pedagogical leadership that leads school principals, authorities, and stakeholders to cooperate and advance the educational system.

1. Establishment of a joint body of the Ministry of Education for a government that outlines Educational National Policy, as a way to give central expression to the professional voice and less political.
2. The construction of regular work in the face of educational reforms, from the moment of reform until they reach the schools for assimilation. Thinking about the process from the role of the school inspector as a central link for optimal assimilation.
3. School inspectors training - Expanding the range of professional training offered to school inspectors, such that enable also learning and professionalism in assimilating changes in schools to implement innovative reforms and pedagogies.
4. Training of professional experts' school inspectors in the various districts in innovative pedagogy.

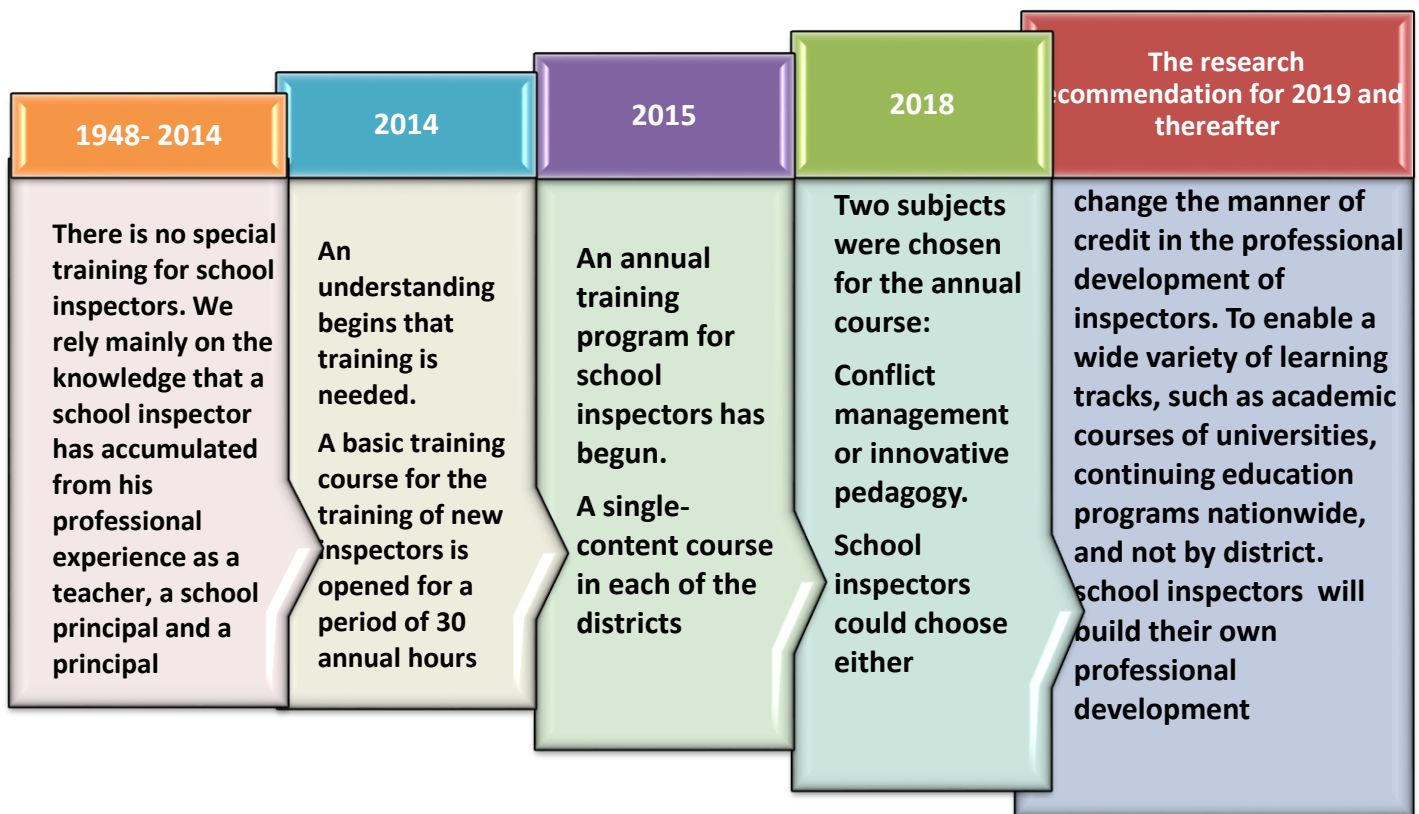


Figure 3.VI: The range of inspectorate functions currently available in the Israeli school system and the research proposal (Original Contribution)

As of today, the role inspector on schools is required to deal with an extensive range of topics, including innovative pedagogy. This study found that although school inspectors perceive the concept as central and essential, most of them are not sure how to define innovative pedagogy and indicate that it is not a central part of their work.

The interviews showed a different tendency of school inspectors concerning innovative pedagogy, and it is clear that there are school inspectors whose tendency towards entrepreneurship and pedagogical innovation is part of their professional identity.

This research proposes to connect the professional tendencies of these school inspectors with the need to lead pedagogical changes in schools by experts in the field. School inspectors who have functioned as teachers and principals have the most profound understanding of the educational process. A school inspector can understand what a pedagogical application will mean for the school, the classroom teacher, and the student. Moreover, the school inspector can provide the support and backing that the principal often needs when he or she experiences pedagogic innovation, to teachers, parents, and other stakeholders.

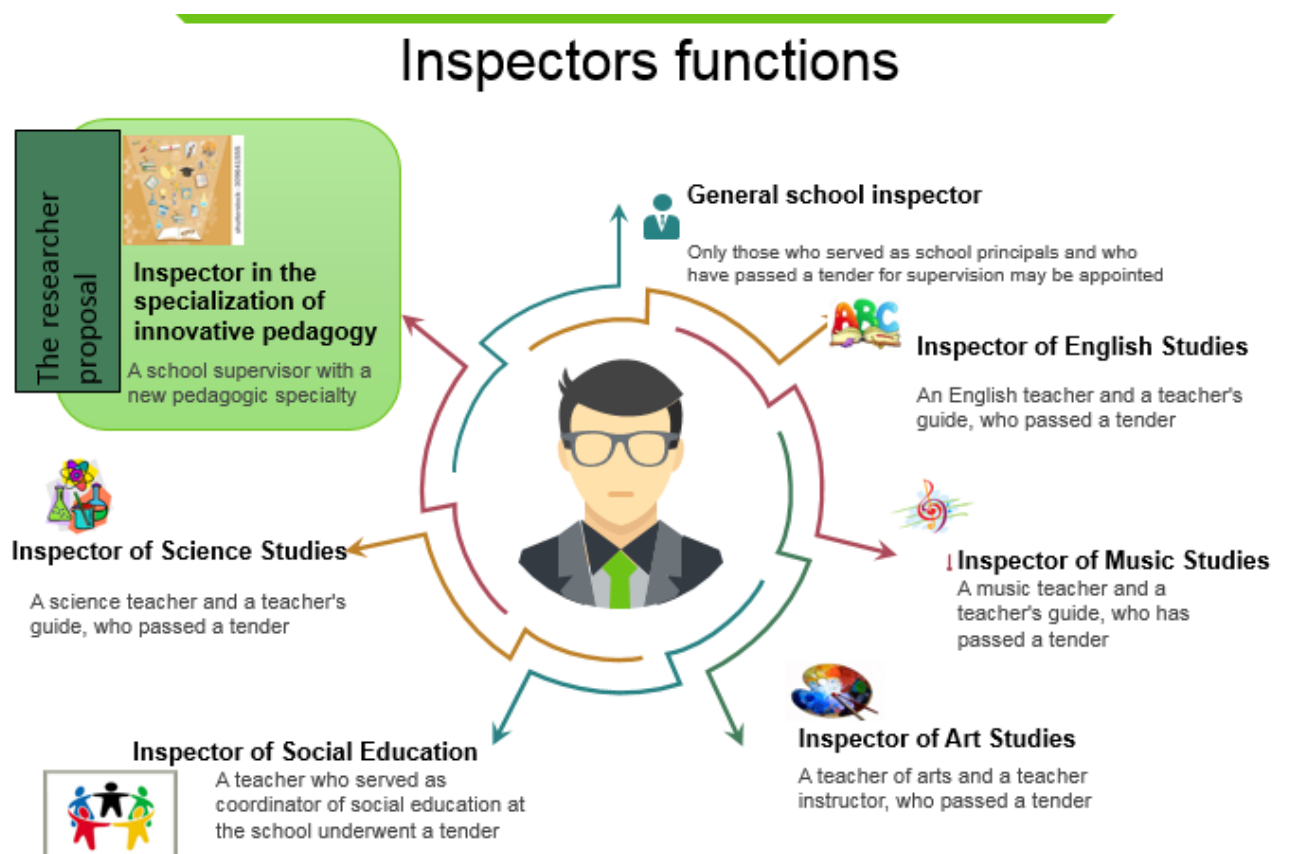


Figure 4.VI: The range of inspectorate functions currently available in the Israeli school system and the research proposal (Original Contribution)

### **VI.3 Recommendation**

Recommendations to the Ministry of Education and policymakers: At a time when almost every facet of the education system requires renewed observation regarding its relevance and effectiveness in the 21st century, it is also necessary for the role of the school inspector. All of the interviews in this study, from policymakers to school principals, saw the school inspector as a pedagogic leader accompanying school principals and teaching staff in their professional development. Given these, and because large parts of supervision are currently being carried out by technological control that significantly reduces this part of the work of the school inspector, the initial recommendation is to expand the pedagogical and systemic parts of the school inspector's role.

Recommendations for Avney Roshia - the body responsible for training the inspectors-

In an age in which the main skills we wish to instill in the education system are self-directed, learning-oriented, variable, and creative partnerships, it is important to give practical expression to the training of inspectors. Breakthrough boundaries beyond time, place, and age, that is, cross-district learning, perhaps even states, learning at different times and creating new partnerships and initiatives in new connections that can arise. A school inspector whom himself will experience other experiential learning will bring this experience to his principals and schools under his supervision.

### **VI.4 Contribution to knowledge**

#### **VI.4.1 Contribution to Methodological knowledge**

In this study, an original half-depth interview was constructed. This interview was developed based on the professional knowledge of the researcher both as a school principal and as a school inspector. Tested as a pilot and found reliable.

#### **VI.4.2 Contribution to theoretical knowledge**

A renewed reflection on the role of the school inspector in the 21st century in general and the implementation of innovative educational and pedagogic reforms in particular. Most of the supervisory models that exist today in Europe see the school inspector as having come to visit the principal of the school. This study offers a different perspective that combines the challenges of education in the 21st century - innovative pedagogy and a multiplicity of educational reforms at a pace consistent with the events of this century society.

This study is based on educational theories that deal primarily with educational reforms, including those of Fullan (2014), Cuban (2015), Hattie (2010) and Senge (1990). Studies on the role of the school inspector, most of which focus on the degree of influence of the school inspector on pedagogical processes and advancement of achievements, most notably, Nir (2014), Ehren (2006, 2013, 2015) and OECD (2010, 2011, 2013, 2015, 2018,2019) studies. In Hebrew, there are very few studies regarding the school inspector, the most prominent of which are Bugler (2014), Nir (2017), Ben Asher (2013), and Oplatka (2010, 2017).

It can also be said that the professional literature in Hebrew on Educational supervision and the definition of the school inspector's role is quite limited, and the research contributed to theoretical knowledge in the field. Three years ago, Nir & Bogler (2014), published a study regarding educational school inspectors in several places around the world (Bogler, 2014).

#### **VI.4.3 Contribution to practical knowledge**

The new directions of work and focus suggested in this study can streamline the work of the school inspector and actually streamline the work of the education system on two issues that currently occupy most of the world's educational systems - pedagogical innovations and educational reforms. This observation can affect other issues that educational systems are currently facing, such as control, achievement promotion, resource allocation, the role of the school inspector, and the training of school inspectors.

#### **VI.4.4 Proposal for further research**

1. The school inspector, as a pedagogic entrepreneur – examine how school inspectors who were a model for educational entrepreneurs as principals, use the knowledge and skills they have accumulated when they come to supervise schools.
2. Whether those entrepreneurs' school inspectors make practical use of this knowledge as educational entrepreneurs on a system level.
3. Is the 21st century gives us an excellent opportunity to change the weight of the role components of the educational inspector about the requirements of the 21st century?
4. The role of the school inspector who specializes in managing partnerships as a way to promote school innovation.

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