



UNIVERSITATEA BABEŞ-BOLYAI CLUJ-NAPOCA

Faculty of Psychology and Education Sciences

Long Abstract

Inspector's Role in Leading Educational Staff towards Promoting School Policy

CONDUCĂTOR DE DOCTORAT

DOCTORAL COORDINATOR
PROFESSOR Dr. Muşata Bocoş

Student-doctorand

Doctoral student

Ilona Sacagiu-Borochov

CLUJ-NAPOCA, 2019

Table of Contents

INTRODUCTION	1
Chapter I: EDUCATIONAL POLICY DEVELOPMENT AND STRUCTURE	
I.1. Educational Policy.....	4
I.2. The Development of the Education System in Israel.....	4
Chapter II: MAIN THEORIES OF ORGANIZATIONAL CHANGE AND EDUCATIONAL LEADERSHIP	
II.1. Trends of Change in the 21 st Century.....	4
II.2. The Role of the Inspector in a Period of Changes and Reforms.....	5
II.3. Educational Management and Educational Leadership.....	5
II.4. The Inspector as an Educational Leader	5
Chapter III: IDENTITY FORMATION IN PERSON, ROLE DEFINITION AND THE PROFESSIONAL ROLE OF THE INSPECTOR IN DIFFERENT EDUCATION SYSTEMS IN THE WORLD	
III.1. Identity Formation in Person - The Evolution Theory of Erikson....	6
III.2. The development of professional identity.....	6
Chapter IV: MODELS OF INSPECTION AROUND THE WORLD	
IV.1. Models of the Inspection System around the World.....	7
IV.2. The Inspection Model in the England - Office for Standards in Education.....	7
IV.3. The Inspection Model in New Zealand - A Model of External and Internal Inspection.....	7
Chapter V: THE SCHOOL INSPECTOR IN ISRAEL	
V.1. A Historical Review of Inspection in Israel.....	7
V.2. The Structure of the Inspection System in Israel.....	8
V.3. Changes in the Role of the Inspector in Israel.....	8
V.4. Conceptual Framework.....	8
Chapter VI: DESCRIPTION OF THE RESEARCH ENTITLED “INSPECTOR'S	

ROLE IN LEADING EDUCATIONAL STAFF TOWARDS PROMOTING SCHOOL POLICY IN ISRAEL”

VI.1. Mixed methods approach.....	11
VI.2. Qualitative research.....	12
VI.3. Quantitative research.....	12
VI.4. Research design.....	13
VI.5. Research population and sampling.....	14
VI.5.1. Research population.....	14
VI.5.2. Sampling method: purposeful sample.....	15
VI.6. Research methods.....	15
VI.6.1. Document analysis.....	15
VI.6.2. Questionnaire – Survey.....	15
VI.6.3. Focus Group.....	15
VI.6.4. The Delphi method- The experiment.....	15
VI.7. Research instruments.....	16
VI.7.1. Qualitative instruments on stage I.....	16
VI.7.2. Quantitative instruments on stage II.....	17
VI.7.3. Qualitative instruments on stage III.....	17

Chapter VII: THE RESEARCH FINDINGS

VII.1. Summary of the qualitative findings emerging from research question 1.....	18
VII.2. Summary of the qualitative findings emerging from research question 2.....	22
VII.3. Summary of the qualitative findings emerging from research question 3.....	23
VII.4. Summary of the qualitative findings emerging from research question 4.....	24

Chapter VIII: CONCLUSIONS AND RECOMMENDATIONS

VIII.1. Factual conclusions arising from research question 1 and hypothesis 1... ..	24
VIII.2. Factual conclusions arising from research question 2 and hypothesis 2... ..	25
VIII.3. Factual conclusions arising from research question 3 and hypothesis 3... ..	25
VIII.4. Factual conclusions arising from research question 4 -Outcome of the experiment.....	26

VIII.5. Practical Implications and Recommendations.....	28
VIII.6. Contribution to Knowledge.....	29
VIII.7. Further Research.....	31
REFERENCES	32

LIST OF FIGURES

Figure 1. V	Conceptual framework	10
Figure 1. VII	Differences in <u>perceptions</u> of inspectors' roles between inspectors, school principals and teachers	22
Figure 2. VII	Differences in <u>need</u> from the inspectors' roles between teachers, school principals and inspectors	23
Figure 1.VIII	GIPP MODEL - General Inspector Professional Profile as an outcome of the experiment (Original contribution)	26- 27

LIST OF TABLES

Table 1.VI	Summary of the Research Methodology	13
Table 2.VI	Profile of the Research Population	14
Table 3.VI	Experts and Policymakers in Education	18
Table 1.VII	Scheme of the themes and affiliated categories of the research findings	19
Table 2.VII	The content analysis of the experts' answers	24

INTRODUCTION

Research aims and focus

This study focused on examining the role of the inspector in education. The research goals were to investigate the role of the inspector in leading educational policy while examining the participants' perceptions and needs regarding the inspector's role. An additional goal of the study was to propose a model of a professional profile for the role of inspector, which will serve as a basis for defining this role. This model will be sent to policy makers in the Ministry of Education to reevaluate the role of the inspector in Education. A comprehensive review of the relevant literature on educational policy and policy constraints in Israel was conducted. In addition, theories of changes in education, models of supervision, educational leadership, professional identity and trust relations were reviewed. All this was done with the aim of formulating a professional profile model for the role of the inspector, which will serve as a working basis for education systems in Israel and around the world.

Research Background

In recent years, there has been much discussion about the role of the inspector in Israel and around the world. The recognition that inspectors are educational leaders and are essential for the implementation of educational policy creates many expectations regarding their impact on school principals and on improving education systems. Hence it is necessary to adapt the role of inspectors to the new reality. In Israel, the historical definition of the role of the inspector was legislated in 1956. A burden was added to the inspector's role in 1996 when the law was amended. Discussions about adapting the definition of the inspector's role to the changing reality have existed since the establishment of the state, but the recommendations of the various committees have not been implemented and the inspector works according to an outdated law that has not been adapted to the new reality, which makes his work difficult and impairs the optimal implementation of educational policy.

Research Problem

School inspectors around the world are now facing increasing demands for leadership and at the same time are required to plan for future changes. The current expectation is that school inspectors will effectively manage the school system and at the same time act as strong educational leaders, people with a great deal of knowledge about the best teaching practices and

those capable of promoting significant change in school (Maxfield, Wells, Keane, & Klocko, 2008). Therefore, it is necessary to adjust their role to the new reality (Paz, 2014).

In Israel, the historical definition of the duties of the inspector was enacted by legislation in the Supervision Regulations of 1956. A change was made in 1996 that greatly increased the duties of the inspector, creating a large gap between his actual work and the official definition of his role (Ministry of Education, 2009). This situation created significant difficulty in the work of the inspector and in his leadership of educational policy in the schools.

Research Aims

1. To examine the inspector's role in leading the educational policy of principals and educational staff, using the official documents of the state of Israel.
2. To examine perceptions of inspectors, principals and educational staff in regards to the role of the inspector of the state of Israel.
3. To examine the needs of inspectors, principals and educational staff in regards to the role of the inspector at school of the state of Israel.
4. To formulate a professional profile, defining the role of the inspector at school.

Research questions

1. What is the role of the inspector, according to the official documents in Israel?
2. Are there any differences in perceptions in regards to the role of the inspector among inspectors, principals and educational staff?
 - 2a. Are there any differences in perceptions regarding the role of the inspector among inspectors, principals and educational staffs in relation to pedagogical development?
 - 2b. Are there any differences in perceptions regarding the role of the inspector among inspectors, principals and educational staff in relation to organization and management?
 - 2c. Are there any differences in perceptions regarding the role of the inspector among inspectors, principals and educational staffs in relation to feedback, monitoring, control and evaluation?
 - 2d. Are there any differences in perceptions regarding the role of the inspector among inspectors, principals and educational staff in relation to the development of human resources?

3. Are there any differences in the needs of inspectors, principals and educational staff in regards to the inspectors' role?
 - 3a. Are there any differences in the needs of inspectors, principals and educational staff regarding the inspector's role in relation to pedagogical development?
 - 3b. Are there any differences in the needs of inspectors, principals and educational staff regarding the inspector's role in relation to organization and management?
 - 3c. Are there any differences in the needs of inspectors, principals and educational staff regarding the inspector's role in relation to feedback, monitoring, control and evaluation?
 - 3d. Are there any differences in the needs of inspectors, principals and educational staff regarding the inspector's role in relation to the development of human resources?
4. How does the suggested professional profile of the inspector that has emerged from the present study help in defining the professional role of the inspector?

Research hypotheses: *General hypotheses*

- H1 There will be no compliance between the official documents regarding the inspector's role.
- H2 There will be a difference in perceptions of the inspector's role among inspectors, principals and educational staff.
- H3 There will be a difference in the needs from the inspectors among inspectors, principals and educational staff.

Specific hypotheses

- H2.a There will be a difference regarding the inspector's role among inspectors, principals and educational staff in relation to pedagogic development.
- H2.b There will be a difference regarding the inspector's role among inspectors, principals and educational staff in relation to organization and management.
- H2.c There will be a difference regarding the inspector's role among inspectors, principals and educational staff in relation to feedback, monitoring, control and evaluation.
- H2.d There will be a difference regarding the inspector's role among inspectors, principals and educational staff in relation to development of human resources.
- H3.a There will be a difference regarding the needs from the inspectors among inspectors, principals and educational staff regarding the inspector's role in relation to pedagogic development.

H3.b There will be a difference regarding the needs from the inspectors among inspectors, principals and educational staff regarding the inspector's role in relation to organization and management.

H3.c There will be a difference regarding the needs from the inspectors among inspectors, principals and educational staff regarding the inspector's role in relation to feedback, monitoring, control and evaluation.

H3.d There will be a difference regarding the needs from the inspectors among inspectors, principals and educational staff regarding the inspector's role in relation to development of human resources.

Gap in Knowledge

The uniqueness and importance of the study is in understanding the participants' perceptions regarding the role of the inspector and their needs from the inspector in leading educational policy in the schools. Another goal of the study was to close the gap in knowledge by offering a professional profile of the role of the general inspector, which will help redefine the role of the inspector in leading educational policy.

Research Field

The study was conducted between the years 2016 and 2019 in the Israeli education system according to the mixed methods research approach. The study involved 150 participants, 80.7% women and 19.3% men: 50 inspectors, 50 school principals and 50 teachers. The participants were from all the districts of the Israeli education system. The Delphi focus group included five education experts who are also policymakers. One expert is a professor of education, two have doctorates in education and two are in the process of completing a doctorate. Communication with them was conducted via e-mail.

Chapter I: EDUCATIONAL POLICY DEVELOPMENT AND STRUCTURE

I.1. Educational Policy

Educational policy is a system for determining goals and policies in the education system that relates to the central values and goals that influence the activity of the education system and sets criteria according to which the activities in the system will be evaluated (Elboim-Dror, 1970). In a democratic government the state's responsibility for quality education for all its

citizens is reflected in its educational policy (Fisher & Michaeli, 2010). Educational policy is a powerful tool that shapes the face of society and, as such, is influenced by many stakeholders who direct and shape it (Shmueli, 2017). Educational policy can be defined by looking at the distribution of the resources at its disposal, mainly manpower and financial resources. This division can teach quite a bit about the underlying assumptions, values, and priorities that guide the policy (Shmueli, 2017).

Effective educational policy must be linked to a constant process of rational change in order to yield return and benefit (Dror, Nevo, & Shapira, 2003).

I.2. The Development of the Education System in Israel

The State of Israel is a relatively young state (established in 1948). As in the world, the Israeli education system is a reflection of Israeli society. The education system in Israel has reached impressive achievements in its decades of existence. However, the challenges facing the education system of the relatively young country of Israel are many, and some of them are unique to Israel (Maysel, 2014). The complexity, problems, and struggles of Israeli society that is still emerging and being shaped influence the formation and development of the education system. This system is influenced by the pressures of society and the policy of elected officials (Raichel, 2008). Since the formation of the State of Israel, the education system has undergone significant development milestones. Elboim-Dror and Tlaim (2001) describes education in Israel by dialectical development rather than by linear evolution.

Chapter II: MAIN THEORIES OF ORGANIZATIONAL CHANGE AND EDUCATIONAL LEADERSHIP

II.1. Trends of Change in the 21st Century

According to Nir (2017), the world is rapidly changing, progress and technological development create a constantly changing reality, and change becomes a central feature of reality. Many researchers discuss the role and characteristics of change in our world. Their claim is that change is unstable and dynamic and therefore difficult to define. Moreover, many factors have an impact on educational change and there is virtually no possibility of being in control of them all (Fullan, 1991). Numerous studies that have been carried out throughout the years describe a shift in the focus on processes of change and improvement in schools. Previously, the focus was on the teachers as those responsible for making the change. Later, the focus shifted to

the school as the leading body for pedagogical change, and in recent years the understanding is that significant change and improvement in schools are influenced by external bodies such as the Inspectorate and the Ministry of Education (Ainscow & Tweddle, 2003; Elmore, 2007; Fullan, 2000; Seller, 2005; Tyack, 2002).

II.2. The Role of the Inspector in a Period of Changes and Reforms

In her article, Avidov-Ungar (2017) argues that inspectors, who constitute a significant link between the policymakers and the policy implementers in the field, create the most meaningful connections to understanding reality, especially in times of reforms and changes. It is expected that the inspectors will assist in "translating" the Ministry of Education's new policy to the field, reacting dynamically to changes and acting dynamically (Lewis, Rice, & Rice, 2011). Bogler (2014) claims that inspectors have the ability to implement reforms and implement changes in schools.

II.3. Educational Management and Educational Leadership

Dimmock (1999) distinguishes between leadership and administration with the understanding that competing definitions exist. Educational leaders experience inherent tension between leadership elements and regulatory elements as part of educational management. Usually, when a principal is forced to prioritize tasks, the tasks perceived as belonging to educational leadership will receive higher priority than the administrative ones. Educational management may end up concentrating only on the technical management of the school, Oplatka (2017) warns, while the leadership appears to be engaged in vision, change, and educational innovation.

II.4. The Inspector as an Educational Leader

The development of professional educational leadership can create qualitative change within the system (Ben-Asher, 2013). This enhanced leadership is required and expected from school inspectors in light of trends and reforms in education. Studies indicate a change in the nature of the inspector's leadership due to a variety of global changes that influence and are expressed in political ideology and responsibility for education (Björk, Johansson, & Bredeson, 2014). Discussion regarding inspectors as educational leaders occupies a significant place in educational discourse, especially because of the inspectors' central role in leading and assimilating new educational policy in times of education reform (Avidov-Ungar & Reingold,

2017). Studies focused on inspectors indicate that the role of the inspector has become one of the most complex leadership positions today (Nir, 2014).

The perception is that inspectors, as leaders, are in a critical position in which they have the ability to prioritize school improvements, allocate resources to advance schools, and support principals in promoting teaching and pedagogy as a top priority (Spanneut, Tobin, & Ayers, 2011). Today, inspectors face new challenges and realities in which they not only carry out inspection processes but also are required to be educational leaders who lead schools to become developing and learning organizations (Hargreaves, Halasz, & Pont, 2007).

Chapter III: IDENTITY FORMATION IN PERSON, ROLE DEFINITION AND THE PROFESSIONAL ROLE OF THE INSPECTOR IN DIFFERENT EDUCATION SYSTEMS IN THE WORLD

III.1. Identity Formation in Person - The Evolution Theory of Erikson

Erikson emphasized society's influence on the patterns of one's development and identity formation throughout life, from infancy to old age. The self is discovered on the continuum of stages of development, where each stage is characterized by its own identity crisis, a critical turning point in which positive or negative developments take place. People go through stations in life, which are motivated by biology, and the way they cope with each of these stations is what ultimately shapes their identities (Erikson, 1968).

III.2. The development of professional identity

Formulation of professional identity is a process of building the practical knowledge of a person through the interactions and negotiations of that person with individuals and groups relevant to the profession (Beijaard, Verloop, & Vermunt 2000). Professional identity is part of a person's self-identity, and answers the questions: "Who am I, or what I am, as a professional?" (Tickle, 1999). Many researchers argue that the characteristics of the postmodern era create difficulty in forging a stable professional identity (Cooper, Olson, 1996; Day, Kington, Stobart, & Sammons, 2006; Sachs, 2001).

Chapter IV: MODELS OF INSPECTION AROUND THE WORLD

IV.1. Models of the Inspection System around the World

Many countries around the globe are engaged in the debate about the inspector's role. Among the visible trends is the separation of the control and evaluation systems from the counseling and training systems. Inspectors are in a significant position to influence and create improvement in the school system (Paz, 2014). Therefore, it is necessary to adopt the roles and training of educational leaders and to adapt the resources in order to deal with the demands of the future.

IV.2. The Inspection Model in the England - Office for Standards in Education

In England, as part of reform in education, the Office for Standards in Education (OFSTED) was established in 2003. Its establishment was due to dissatisfaction with the previous inspection system, which did not perform properly and created mistrust among the principals. This office has created a positive change in the relationship between inspectors and principals. The inspection has become focused on tasks that the principals know about in advance, and this has restored trust (Townsend, 2002).

IV.3. The Inspection Model in New Zealand - A Model of External and Internal Inspection

Inspection in New Zealand followed the model of full inspection. The inspector was responsible for all of the school's conduct. The inspector had full autonomy. In 1989, New Zealand underwent a significant reform in the inspection institution. An independent monitoring system was established that reports only to its Minister - the Minister of Education. At the base of the change was the perception that it was not possible that the people responsible for improvement would decide whether improvement had been achieved. This model of inspection allowed full autonomy for the schools (Barber & Mourshed, 2007).

Chapter V: THE SCHOOL INSPECTOR IN ISRAEL

V.1. A Historical Review of Inspection in Israel

Understanding the role and activities of the school inspector in Israel requires familiarity with the background of the education system and the social system in which they operate (Bogler, 2014). Israel inherited the role of the inspector even before the establishment of the state

from the British Mandate that ruled the country. The inspector's role in the State of Israel was first defined in 1956 as part of the Education Law in the State Education Regulations (Inspection Procedures). The inspection process in Israel is an integral part of an organizational system that is funded by the state. The role of the inspector is intertwined in situations of complex conflict. On the one hand, inspection is external, yet on the other hand, the inspector is a partner in the educational activity of the school (Margolin, Shani, & Telegram, 2018).

V.2. The Structure of the Inspection System in Israel

The inspector in Israel currently works according to a job description that was anchored in the law in 1956 and in an amendment to the law in 1996. The role is adapted to a small and limited education system. The education system in Israel has developed over the years, undergoing significant changes and reforms on a structural, pedagogical, and even conceptual level. These changes are not reflected in a change in the official definition of the role of the inspector, but they greatly influence the inspector's work in the schools (State of Israel, 2017).

The main system of inspection of the schools is conducted by general inspectors. They operate in each district according to the stages of education and the stream of education, as well as in special education. In the academic year (2015-2016) there were 230 general inspectors in the Ministry of Education.

V.3. Changes in the Role of the Inspector in Israel

Over the years, many committees have convened to examine the role of the inspector in order to change it and adapt it to the changing reality. None of the committees have succeeded in changing the definition of the inspector's role or in leading to a change in the law (State of Israel, 2017).

V.4. Conceptual Framework

This study seeks to examine the role of the inspector in leading educational policy. Its uniqueness lies in its attempt to formulate a model for the professional profile of the inspector's role in order to promote the definition of the inspector's role in Israel and abroad. The study is based on the assumption that there is a gap between the definition of the role of the inspector and his role in reality along with what is required of him in the field. The research questions asked are: What is the role of the inspector according to official documents in Israel? In addition, are there differences in perceptions and needs from the role of inspector among inspectors, principals

and educational staff? The last question concerns the contribution of the professional profile of the inspector to be formulated in the research - what will be its contribution and how will it help define the professional role of the inspector? The conceptual framework represents the specific theories in the field and the key components that underlie this research. This study is based on theories of educational policy, changes in the organization and educational change, educational leadership, professional identity and trust relations, together with models of inspection. The concepts that make up the conceptual framework were derived from these theories.

Educational policy shapes the face of society and influences and is influenced by many stakeholders who direct and shape it (Shmueli, 2017). Yuval Dror and others (2003) argue that in order for the policy to be effective it must be linked to processes of constant change. In Israel, there are special constraints and the establishment of educational policy is motivated by laws of its own (Shmueli, 2017). Educational policy changes every time the Minister of Education is replaced. As a result, the system finds it difficult to lead the changes that have been determined as educational policy (Shmueli, 2017). This explains the difficulty in defining the role of the inspector in Israel, and also his great importance and contribution in leading educational policy.

Change is a feature of the constantly changing reality (Nir, 2017). Change is unstable, dynamic and therefore difficult to define. Studies have found that the focus of change in schools has varied throughout the years. Change is significantly influenced by the inspectorate and its guidance in schools (Ainscow & Tweddle, 2003; Seller, 2005; Tyack, 2002; Elmore, 2007; Fullan, 2000). Theories of organizational change and educational change describe a continual process of change in schools and explain the importance of the role of the inspector in leading change in the system (Nir, 2017; Lewin, 1936; Fuchs, 1995; Opelatka, 2017).

Formulation of the inspector's professional identity is significant for optimal performance. Ericsson's psychosocial theory is the basis for understanding the formation of professional identity (Erikson, 1968). Professional identity is part of a person's self-identity. The perception of professional identity influences the sense of self-efficacy, judgment, and professional decisions (Beijaard, Verloop & Vermunt, 2000).

The concept of leadership contains a clear understanding that leadership will be centered around vision, change, and educational innovation (Ribbins, 1999). The concept of educational leadership for inspectors and principals is increasingly central to educational discourse (Opelatka, 2017). School principals and inspectors are defined as educational leaders (Sergiovanni, 2000, Ben-Asher, 2013). As such, they are expected to make changes and introduce innovation into schools (Fullan, 2007). It is assumed that the development of

professional educational leadership can create qualitative change within the system (Ben-Asher, 2013).

Inspection is a process of directing and training people to achieve the goals of the organization in which they work (Daresh, 1989). In most European countries, there are specific approaches to school inspection. The methods of inspection vary and it is impossible to define a comprehensive role of the inspector for all European countries. The role of the inspector varies according to a number of factors in the country (Paz, 2015). The research literature presents various models of inspection that offer different approaches for dealing with the complexity of the inspector's role based on trust (Gill, 2013). The various models describe the changes in the world's inspectorate systems.

A role is a relative concept that defines the status, position, and place of the individual in the organization (Katz & Kahn, 1978). The role of the inspector is described as an important role that many Western countries have not given up. Many researchers refer to this role as a link between policymakers and schools. The inspector influences school principals and promotes the goals of education (Addi-Raccah, & Gonen, 2013; Ben-Asher, 2013; Bülbül & Acar, 2012; Halse, 2011).

The main theories and concepts underlying the study are described in the figure 1.V.



Figure 1.V: Conceptual framework

Figure 1.V presents the components on which the inspector's role is based in leading educational policy. These elements are interrelated and affect one another. The professional profile of an inspector is placed in the center of the illustration, because this is the focus of the current study.

The conceptual framework model is reflected in a diagram based on the Venn diagram, which expresses relationships between groups. Connections between all the components affect the central component, the role of the inspector. The model reflects how the components that influence the role of the inspector create in-depth interaction and complement one another leading to an overall picture of the inspector's role. This study is relevant in a period when Israel and many other countries in the world are discussing the role of the inspector and the inspectorate system. The professional profile model for the role of the inspector is of great theoretical and practical value. Few studies have been conducted on the role of the inspector. Therefore, the findings of this study and a model based on the theories and findings will be relevant and expand the knowledge on this subject. In conclusion, it is clear that the subject of this study combines the various theories and examines the different concepts underlying the study. The following chapter presents the methodological considerations of the study.

Chapter VI: DESCRIPTION OF THE RESEARCH ENTITLED “INSPECTOR'S ROLE IN LEADING EDUCATIONAL STAFF TOWARDS PROMOTING SCHOOL POLICY IN ISRAEL”

VI.1. Mixed methods approach

The present study is conducted according to the mixed methods approach, integrating both quantitative and qualitative research. The methodological framework of the present study is grounded in researchers' recommendation to implement instruments that can offer a rich and reliable description of the investigated reality. The use of various data sources contributed to the research reliability, validity and generalizability (Sabar Ben-Yehoshua, 2016).

The mixed methods approach has become popular in various fields, such as: sociology, education, psychology and health sciences (O’Cathain, 2009). The overall objective and the fundamental assumptions of this approach are that the use of integrated quantitative and qualitative research might provide a better understanding of research problems and complex occurrences than a single research method (Clark & Creswell, 2010). The mixed methods approach constitutes a further step forwards through the strength of both a qualitative and quantitative research simultaneously (Creswell & Creswell, 2017).

VI.2. Qualitative research

A qualitative research consists of the ‘narratives and the words’. These are instruments for building the reality and describing the experiences encompassed in it. The ability to add words to the narratives is acknowledged as an essential feature of the qualitative researcher (Shkedi, 2003). The use of a post-positivist worldview, as opposed to the positivist view of methodology, implies a change of paradigms (Marsh & Stoker, 2002). Qualitative researchers try understanding in-depth the root of the narrative and uncover its meaning, while basing themselves on the words that are connected for the purpose of presenting a meaningful narrative (Shkedi, 2003). This research approach complements the quantitative approach by attempting to comprehend the participants’ nature and behavior. Moreover, it facilitates understanding of the participants’ interpretation of their way of life, an interpretation that we cannot see in the mapping of the occurrences. In order to attain this comprehension, the qualitative research brings researchers to the participants (Sabar Ben-Yehoshua, 2016). Many researchers concur that the qualitative research has opened new options for understanding and building new knowledge, through an additional observation of human behavior (Sabar Ben-Yehoshua, 2016).

VI.3. Quantitative research

A quantitative research explores people’s overt behavior, creating the mapping of the occurrence – quantification of the occurrence, direction and trend (Friedman, 2007). Gorard and Taylor (2004) relate to quantitative research as a process of counting and measuring. Harrison (2005) adds that the assumption of a quantitative research is that there is an objective reality that behaves according to a certain order which can be learnt and understood by statistical instruments. In a quantitative research one can distinguish a linear sequence, starting with the choice of the research topic and ending with the corroboration or refutation of the research hypothesis. Quantitative research methods refer to the social reality around them as a collection

of objects, similarly to what is done in natural sciences. The emphasis is on the numerical, measurable aspect of the investigation. The occurrences are described as a static object: a certain attitude, a certain action, etc. Friedman (2007) argues that the quantitative research renders it difficult to respond to processes, emotions, thoughts and singular events. Quantitative researchers should be objective, i.e. their personal attitudes are not manifested in the study.

In the present study, the quantitative research is highly important. The researcher used a close-ended questionnaire designed particularly for the present study. The questionnaires were administered to inspectors, principals and educational staff with the purpose of exploring their attitudes and needs with regard to inspectors' role. A questionnaire is an instrument for collecting and documenting information about a topic in a certain field (Brown, 2001).

VI.4. Research design

The research design is presented in a table that sums up the research methodology.

Table 1.VI: Summary of the research methodology

Stage	Types of research	Research Aim	Research Methods	Research Instruments	Research Population	Data Analysis
1	Constatative research	To examine the inspectors' role in leading the educational policy of principals and educational staff, using the official documents of Israel.	Documentary Research	Analysis of five official documents		Content analysis
2	Constatative research	To examine perceptions of inspectors, principals and educational staff with regard to inspectors' role at school. To examine the needs from inspectors among inspectors, principles and	Survey	Original questionnaire	150 participants	Quantitative-Statistical Analysis

		educational staff with regard to inspectors' role at school.				
3	Formulating a professional profile of the inspectors' role					
4	Projective research- The experiment	To elaborate a professional profile defining the inspectors' role.	Delphi Focus Group	List of questions for focus group discussion	Five experts in education	Content analysis

VI.5. Research population and sampling

VI.5.1. Research population

The chosen research population consists of five experts in the field of education and policy makers in the Ministry of Education, 50 primary school general inspectors, 50 primary school principals and 50 primary school educational practitioners. These populations have been chosen because of their direct connection with the general inspectors and the latter's impact on their work. The inspectors interrelate with these populations and work them on a daily basis. Moreover, these populations are relevant to the investigated occurrence and have provided a meaningful information associated with the inspectors' role in leading an educational policy at school. Examination of experts in the field of education yielded specific conclusions about the suggested profile of the inspectors' role. The research population comprised both females and males. There was no distinction between the sectors – state, religious-state and Arab. The inspectors are primary school general inspectors (see Table 2.VI).

Table 2.VI: Profile of the research population

Research population	Jewish-state sector	Religious-state religious Sector	Arab State Sector
Primary school inspectors (female and male)	10	10	10
Primary school principals (female and male)	15	15	15
Primary school educational staffs (female and male)	15	15	15

Experts in the field of education (female and male)	4	1	
--	---	---	--

VI.5.2. Sampling method: purposeful sample

Choosing a research sample is the way by which constructivist qualitative researchers examine any occurrence, organization, institution, process as well as an attempt of people who are part of the organization or take part in that occurrence or process (Stake, 1995).

The research population sample of the present study comprises 150 participants: general inspectors, principals and educational staffs. Each of the population is in direct contact with the school inspectors. Hence, they all have the knowledge, experience and ability to enhance the understanding of the general inspectors' role.

VI.6. Research methods

VI.6.1. Document analysis

The first instrument used by the researcher of the present study is document analysis. The documents are written texts and the term 'text' has many meanings (Schwandt, 2014). A document is a non-intervention instrument for data measurements, based on records from various sources, such as minutes of meetings, diaries, administrative records, reports, video recordings, television programs, photos and items from archives. This instrument is very useful in qualitative research (Kupferberg, 2010).

VI.6.2. Questionnaire - Survey

A survey is a research type based on questionnaires as the main way of collecting data about the research topic as it exists in its natural environment (Beyth-Marom, Gordoni & Semach, 2009). Surveys are actually questionnaires administered to a representative sample of the population that interests the researchers.

VI.6.3. Focus Group

The focus group in the present study aimed to collect data from experts in the field of education regarding the profile of the inspectors' role developed in the study. According to this method, a small group of people, usually 8-12 members, are gathered for a non-official

discussion about focused topics presented by the mediator (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009).

VI.6.4. The Delphi method- The experiment

This method serves for building present and future scenarios that focus on specific topics with the help of experts in a focused topic (Renzi & Freitas, 2015). This method is prevalent and accepted for the purpose of attaining convergence of opinions about worldwide knowledge from experts in certain field (Dalkey & Helmer, 1963). It facilitates reaching a consensus among the participants, based on all the published opinions about various experiences and viewpoints in order to build a common scenario (Renzi & Freitas, 2015).

VI.7. Research instruments

VI.7.1. Qualitative instruments on stage I

The documents analyzed in the present study are five official documents published in Israel, defining the role of general inspectors in the education system. These documents have been chosen since they are among the only published official documents that thoroughly deal with the general inspectors' role.

1. Inspection Regulations 1956 - The functions of the inspector were defined in the State Education Regulations (Supervision Procedures) 1956 by law (Ministry of Education, 1956). This is a official document of the State of Israel, describing the supervision regulations and the inspectors' role in education.
2. The Inspection of Schools Law 1996 - amending the Law, which detailed the roles of the inspector (Ministry of Education, 1996). This is a official document of the State of Israel, describing the supervision regulations and the inspectors' role in education, amending and adding to the regulations of 1956.
3. The role of the General Inspector in the New Horizon reform 2009. "New Horizon" - A program of educational and professional reform in primary and junior high schools that was proposed and presented for the first time in 2009 (Ministry of Education, 2009). This is a official document of the Ministry of Education, published in 2009, aiming to propose a change in the general inspectors' role due to the implementation of the "New Horizon" reform.

4. Recommendations to the Minister of Education, Mandel School of Leadership, 2013 (MOFET Institute, 2013). This is a document published by the Mandel School of Leadership, Its objective is to propose to the new government steps for the promotion of processes in the field of education. One of the topics dealt with in the document is the inspectors' role.
5. The State Comptroller's Report 2017 (State of Israel, 2017). This is a report published by the State Comptroller, a central institution in Israel for a control of the state. It performs an external audit of the varied activities of the state administration and various public bodies. This report is a published official document that engaged in the role of general inspectors in Israel.

VI.7.2. Quantitative instruments on stage II

The questionnaire was developed by the researcher for the purpose of the present study. It is a close-ended questionnaire with a Likert scale of answers. The questionnaire was built on the basis of the findings emerging from the document analysis at the first stage of the study. This stage yielded themes and categories with regard to the inspectors' role. The researcher has converted the categories into questions about the inspectors' role in order to explore the attitudes and needs of the research population. In the first part of the questionnaire, the participants were asked to what extent the assertions were typical of the inspectors' role. The assertions reflected the objectives of the inspectors' role and were written as categories during the content analysis at the first stage. In the second part of the questionnaire, the participants were asked about their need for having a inspector involved in the implementation and promotion of this objective at school.

The researcher of the present study administered a pilot questionnaire, in which data were collected from 15 educational staff members, 15 principals and 15 inspectors. The pilot results illustrated that the questionnaire was suitable for conducting the study. No problems were anticipated in responding to the questionnaires and the measurement of all the research variables was found as reliable. The questionnaire has a content validity since it is grounded in the analysis of official documents.

VI.7.3. Qualitative instruments on stage III

This part consists of collecting information according to the Delphi method from the experts in the focus group. The focus group members are experts in the field of education and

educational policy makers in Israel who have expressed their attitudes towards focused questions about the profile of the general inspectors' role, proposed by the researcher of the present study.

The experts were requested to respond to two questions:

- i. What is your opinion about the inspectors' profile proposed by the researcher?
- ii. What do you suggest adding and/or changing in the inspectors' professional profile and why?

The information collected from the experts' answers to the questions was content analyzed. The analysis yielded recurrent categories and key themes. Based on the findings, the researcher of the present study thoroughly changed and expanded the profile of the general inspectors' role proposed by her.

The research population at this stage consisted of the following participants:

Table 3.VI: Experts and Policymakers in Education

Expert's name	Position	Field of expertise
A.S.	Head of the Primary Education Section-Ministry of Education	Education Policy maker
B.A.L	General Inspector. Reference to third sector programs and home schooling	Education Policy maker
E.B.	Head of Inspectors' Training Section Lecturer in Education	Education Policy maker
M.A.	lecturer in the Mandel School of Leadership. Former inspector	Education Policy maker
M.Y.	Lecturer. Leads a training program for students in education at Kay College. Subject inspector	Education Policy maker

Chapter VII: DESCRIPTION OF THE RESEARCH FINDINGS

VII.1. Summary of the qualitative findings emerging from research question 1

In the context of the research question, findings of the documents content analysis reflect a meaningful difficulty in the definition of inspectors' role due to the multitude of functions in which general inspectors have to engage.

The central themes related to the inspectors' role:

- a. Pedagogical development.
- b. Organization and management.
- c. Feedback, follow-up, inspection and assessment.
- d. Development of the human resource.

Table 1.VII presents the central themes vis-à-vis the affiliated categories obtained from the content analysis of the five published official documents. The table describes the relation between the components and objectives of the general inspectors' role. Such a schematic representation allows illustration of the relations layout between the themes (Shkedi, 2003).

Table 1.VII: Scheme of the themes and affiliated categories of the research findings

Themes: role components	Affiliated categories: Role objectives
Pedagogical development	Promotion and improvement of teaching and learning processes
	Improvement of the pedagogical knowledge at school
	Promotion of innovativeness and entrepreneurship in the education system
Organization and management	Implementation of the Ministry of Education policy
	Promotion of the education system goals
	Consolidation and implementation of the school policy
	Establishment of working relations with the role partners: Ministry of Education headquarters, local authority, third sector [<i>non-profit associations</i>] and community
	Maintenance of proper practices and pedagogy at school
	Improvement of the level of educational work processes at school
	Identification, development and regulation of the human resource in the district
	Pooling and optimal use of resources in order to provide an appropriate response to school
Feedback, follow-up, inspection and assessment	Cultivation of an optimal social-educational climate at school
	Promotion of the school students' attainments
	Inspection of the administrative work processes at school
	Assessment of the principals' quality of management

Development of the human resource (support and tutoring)	Empowerment and support of the school leadership
	Professional development of principals and their staff
	Empowerment, support, tutoring and mentoring of the principals.

1. It is apparent that over the years, many efforts have been exerted with the purpose of re-defining the inspectors' role. However, none of these definitions has been accepted as binding. Moreover, the recommendations of the various committees that have elaborated this issue, have never been actualized.
2. Inspectors act according to a traditional job definition that has hardly changed throughout the years. Furthermore, there is no compliance between the changes and reforms in the education system and the definition of the inspectors' role.
3. There is a considerable gap between the Law of Inspection and the operating spaces in which inspectors actually function. This situation entails a meaningful difficulty in identifying the major areas of activity in which inspectors should act.
4. Inspectors' role is versatile. This versatility that is reflected by the documents' analysis, stems from the multitude of areas of action and tasks that inspectors should perform, affecting and structuring their role. Hence, inspectors are required to choose between a variety of functions and tasks and act according to occasional pressures of various bodies in the education system (Ministry of Education headquarters, local authority, parents). Alternately, they function according to the pressuring, immediate and urgent issues, while neglecting the long-range needs.
5. The various areas of action that are typical of inspectors' role, entail a feeling of multiple identities with reciprocal tension and even contradiction. Thus, they undermine the inspectors' professional work and ability to make the appropriate professional decisions.
6. Over the years, many stakeholders and partners have been added to the inspectors' work. Each of these bodies has interests and expectations from the inspectors, creating dualities in the tasks and a heavy workload on the inspectors.
7. The bureaucratic-regulatory component of the inspectors' role is the most prominent among the four themes that describe numerous functions and tasks. This component encompasses many tasks and actions that are time-consuming in the inspectors' daily routine.
8. An obvious trend of expanding the inspectors' role has been manifested throughout the years. The Amendment to the Law of 1996 attempted to reduce the inspectors' regulatory

function and allocate room for their pedagogy-leadership function. However, in practice, the result was leaving the regulatory functions in force and adding pedagogical functions.

9. The multiple tasks incumbent on the inspectors with reference to the various role components, undermines the component of leadership and of the pedagogical-educational direction of the inspectors. The tasks of pedagogical-educational direction have received lesser attention and have sometimes remained without an optimal response.
10. General inspectors lead learning processes and improvement of teaching and learning processes at school. Their work in this area is limited and is not sufficiently manifested, due to lack of requests/demands. This is not the core of their work as illustrated by the analysis of the various documents.
11. Changes and reforms in education, expansion of the autonomy process in the education system, new stakeholders and partners in the education system, have all created a new reality and a new work environment for the inspectors. Furthermore, this reality affected the structuring of new processes at school. Inspectors cope with a reality in which they have to maintain processes of learning, support, assimilation, follow-up, inspection and feedback with reference to educational processes, without being properly trained for that. Not always do they have the required knowledge and instruments.
12. The definition of the inspectors' role is unclear and there is not a one single definition of their role. This uncertainty impacts the Ministry of Education headquarters' expectations from the inspectors as well as the performance of the role in a focused and effective manner.
13. The inspectors' role integrates components of inspection, namely control, assessment and measurement, and components of supervision – tutoring, support, advice and feedback.
14. An emotional dissonance has been demonstrated in the inspectors' role, due to the lack of compliance between the various components of their role. On the one hand, inspectors are representatives of the Ministry of Education headquarters and in this capacity, they have to be authoritarian, as well as supervise and assess. On the other, they represent the field and as such, they have to serve as mentors and consultants, establishing relations of trust and proximity with the principles. This lack of compliance entails an intra-role conflict between the components of the role.
15. The findings indicate a strong dimension of representation in the inspectors' role. The representational status allows inspectors to examine and verify that the policy is implemented on the Ministry of Education level and on the school level. Inspectors are an

authority as far as the educational policy is concerned and this is the core of their professional engagement.

16. The findings attest that inspectors are educational leaders who support, tutor and assist the principals in leading, promoting and assimilating changes and reforms at school. This function has been downgraded and it is no longer a key component of inspectors' role.

VII.2. Summary of the qualitative findings emerging from research question 2

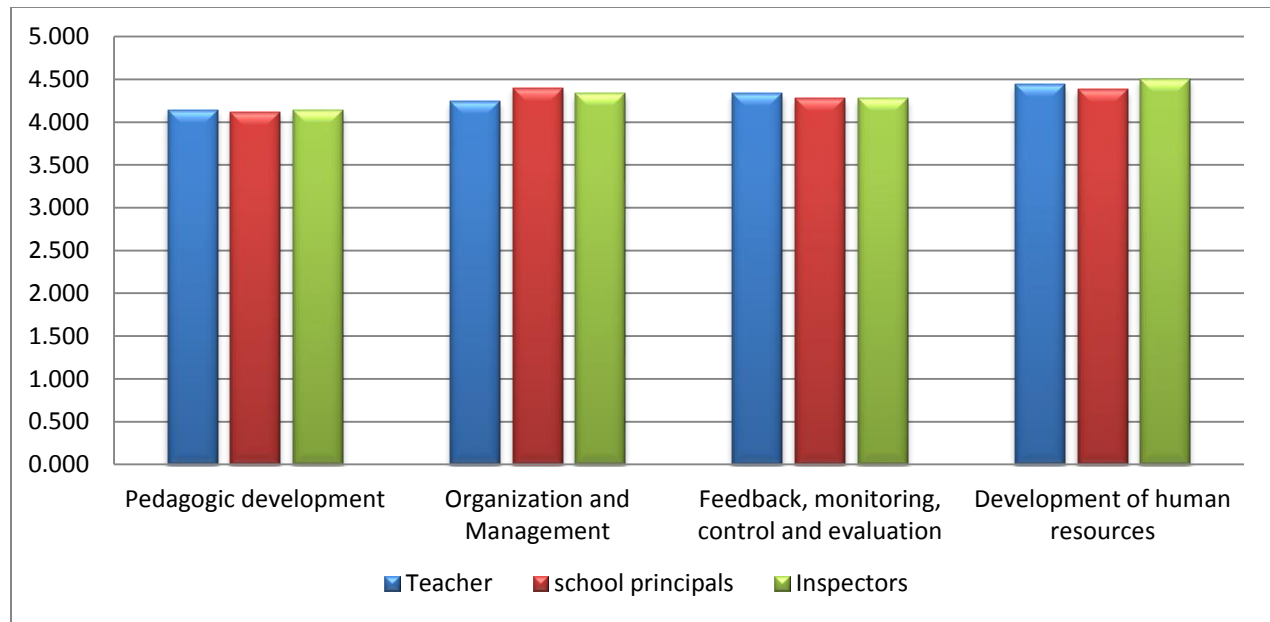


Figure 1. VII: Differences in perceptions of inspectors' roles between inspectors, school principals and teachers

- ✓ All three groups perceived the role of inspector in Pedagogic development as high. A little difference was found between them.
- ✓ A significant difference was found between respondents in perception of inspector's role as Organization and Management schools'.
- ✓ In regarding to Feedback, monitoring, control and evaluation, relatively high score was achieved for all three groups - with a little difference between them.
- ✓ In regards to Development of human resources, relatively high score was achieved for all three groups with a difference between them.

VII.3. Summary of the qualitative findings emerging from research question 3

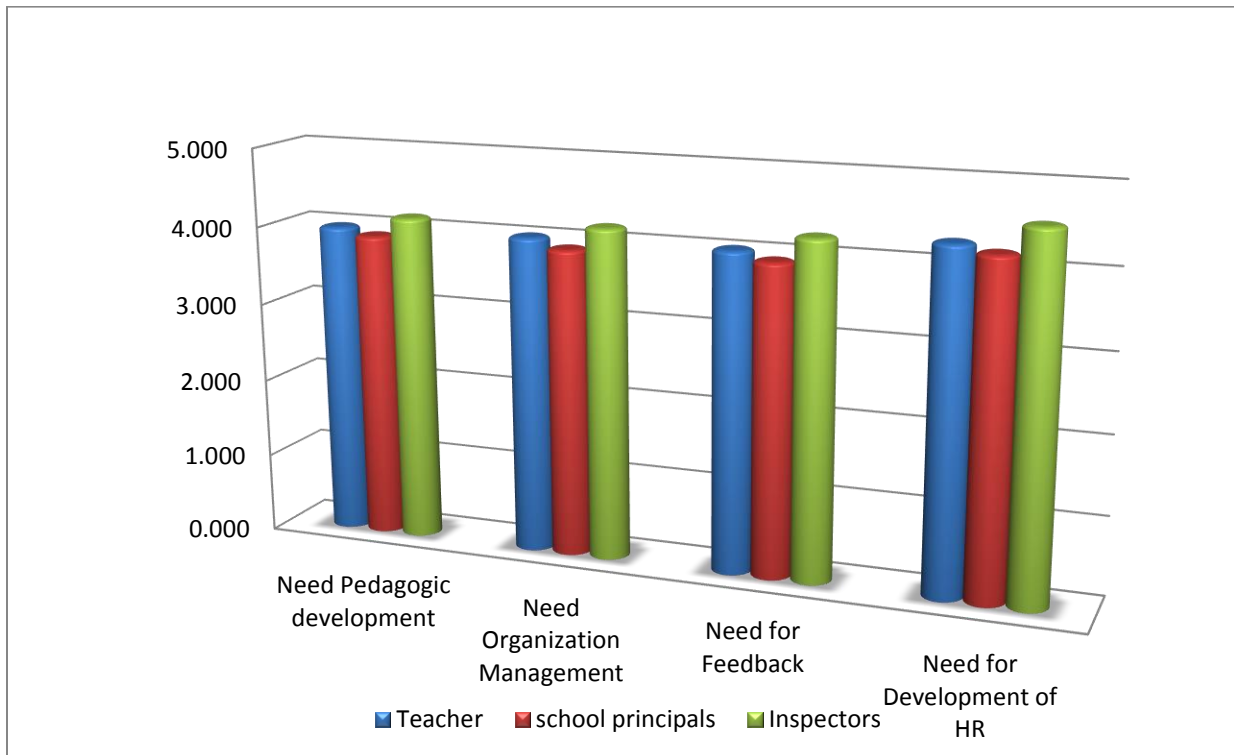


Figure 2. VII: Differences in need from the inspectors' roles between teachers, school principals and inspectors

- ✓ A significant difference was found between teachers, school principals and inspectors in the need for Organization and Management, Feedback, monitoring, control and evaluation and the need for Development of human resources. In need for Pedagogic development a little difference was found between them.

VII.4. Summary of the qualitative findings emerging from research question 4

Table 2.VII: The content analysis of the experts' answers

The content analysis of the experts' answers		
	Question number 1	Question number 2
Theme	Multiple roles and tasks	Building trust
	Perceptions of the general inspector	Training of the inspector

	Conflicts	Work relations
--	------------------	-----------------------

Chapter VIII: CONCLUSIONS AND RECOMMENDATIONS

VIII.1. Factual conclusions arising from research question 1 and hypothesis 1

- ✓ Four main components of the role in the inspector’s role arose: pedagogical development, organization and management, feedback, follow-up, monitoring and evaluation, development of the human resource.
- ✓ The inspectors role as a educational leader is necessary to assimilation of changes and reforms in the school.
- ✓ The inspector serves as a main balance between all the factors.
- ✓ Inspectors’ role is characterized by versatility and multiple areas of activity and tasks.
- ✓ The educational inspector’s role in the leading of the educational staffs to the definition of a school policy is a conflictual role.
- ✓ There is a need to re-define the role of the inspector.
- ✓ The inspectors role in pedagogical development is not implemented optimally because of the workload of the inspector.
- ✓ The inspector’s role is a representative role. He constitutes the meaningful relationship between the headquarters and the field.

VIII.2. Factual conclusions arising from research question 2 and hypothesis 2

- ✓ Developing the human resource is the primary role of the inspector.
- ✓ Organization and management are significant in the inspectors’ role.

VIII.3. Factual conclusions arising from research question 3 and hypothesis 3

- ✓ The respondents indicated, as a high and significant need, the component of the development of the human resource.
- ✓ The educational inspector’s role in the leading of the educational staffs to the definition of a school policy is significant and critical.
- ✓ The inspector is perceived as an educational leader.
- ✓ There is a strong correlation between perceptions and needs of inspectors, principals, and educational staffs.

VIII.4. Factual conclusions arising from research question 4 -Outcome of the experiment

THE GIPP MODEL - General Inspector's Professional Profile

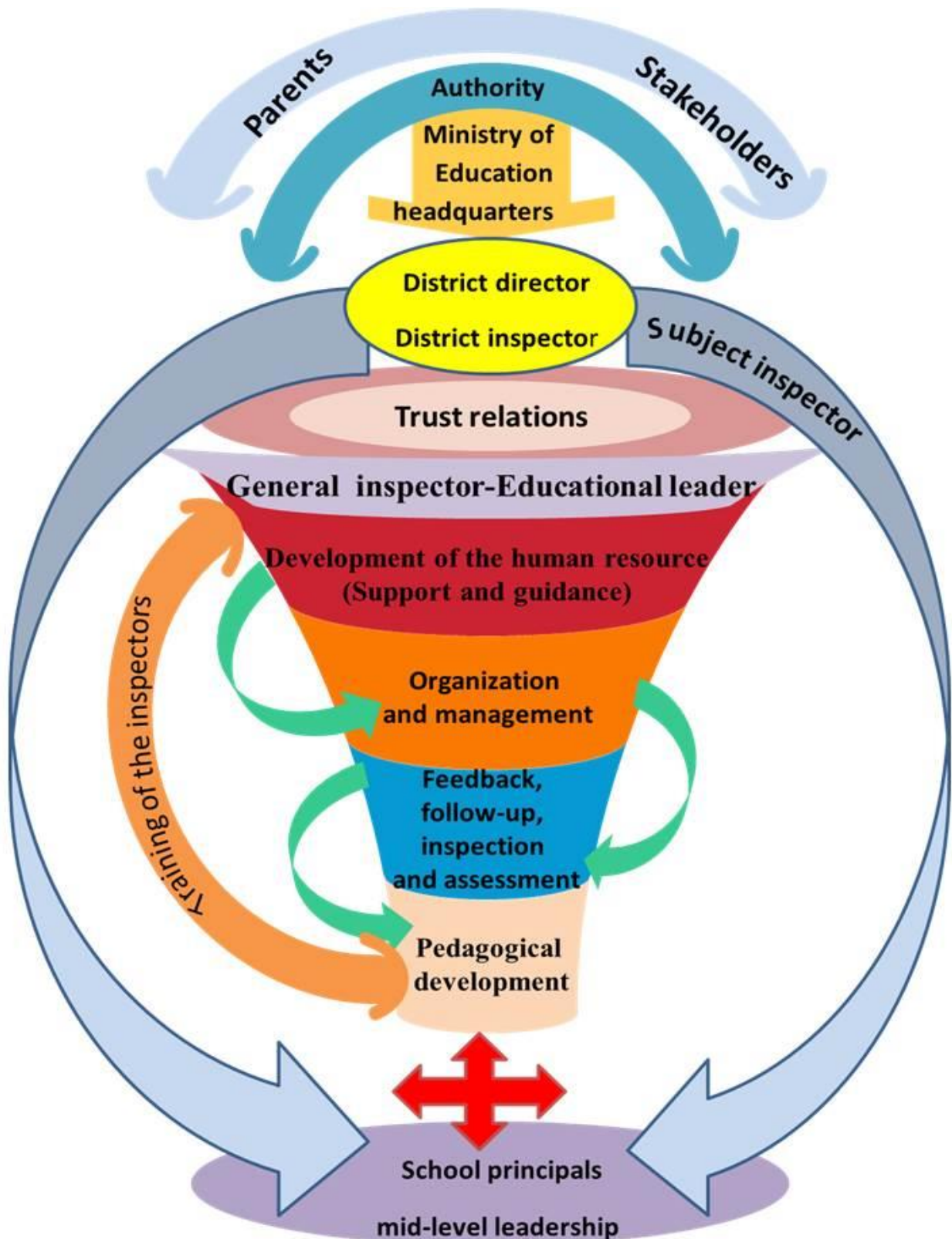




Figure 1.VIII: GIPP MODEL - General Inspector Professional Profile as an outcome of the experiment (Original contribution)

This profile model is a basis for the definition of the inspector's role in a holistic view adjusted to most of the models of inspection in the world. The model is a model of holistic education, namely, it sees and refers to the whole role comprised of the components of the inspector's role, factors that influence the role, the training, and the values at the basis of the role. The holistic approach is also reflected in the fact that the inspector's role includes all its components. There is an overall view of the schools, the partners in the position, the Ministry of Education and the authorities. The overall perspective is essential. The model of holistic education will create a unifying systemic relationship; each one of the components is essential in its own right and as a part of the whole, when without the existence of the components together the inspector cannot act optimally.

In addition, the model is an interactive model that assumes that the inspector's role is the integration of processes that occur in parallel and that support one another. This model recognizes both the centrality of the role components and its tasks along with the factors that influence the role and are essential in the role. Furthermore, it integrates between the inspector's competencies in leadership, pedagogy, and organization. The inspector requires considerable knowledge and many abilities so as to perform the inspection role in an optimal manner.

It is possible to address this model also as a modular model that is characterized by the connection between modules, different components. It is possible to disassemble every component and to address it in its own right, as well as to adjust to this component the knowledge necessary for it, the required abilities, skills, and ways of assessment. Every education system can develop its perception relative to the model and use the different components according to their perception.

This model represents the main components of the inspector's role, when the main component that influences the rest of the components in the inspector's identity as an educational leader. The model represents visually the relativity of the components in the inspector's role in accordance with the research findings. The meaningful component is the component of the development of the human resource, when after it is the component of organization and management and so on. The model presents the inspector's different partners in the role and their position in the appropriate hierarchy. In addition, the model is based on the relations of trust as a basis for the inspector's role with the partners and with the school principals. The inspector serves as a channel of communication and balances between all the factors. The inspector's training is essential and constitutes a significant part in the model.

VIII.5. Practical Implications and Recommendations

Practical Perspectives

1. It is necessary to promote frameworks of training for the inspectors, for both training before the entry into the role and training during the role. The training frameworks will enable professional development so as to adjust the inspector's abilities to the changing role in times of changes and reforms.
2. Countries that conduct re-thinking on the inspector's role must have re-thinking on the role perception and use the model of the inspector's professional profile.
3. It is necessary to allocate resources for the development of programs adjusted to pre-role training for inspectors.

Recommendations

Recommendations for the Ministry of Education and Policy Makers. It is recommended that the policy makers will attempt to assimilate the inspector's professional profile model as a part of the educational policy so as to re-define the role and to create a fruitful platform for the inspector's optimal and methodical work. This work will improve the constellation of inspection in the state.

It is also proposed that the Ministry will determine an orderly and detailed role, which will define ways of performance of the inspection actions in the schools and the manner of reporting of their performance, with a space for maneuvering and independence for the inspector. In addition, it is necessary to determine the work interfaces and division of responsibility between the inspector and the role partners in the Ministry and the local authorities, as well as to increase the effectiveness of the work interfaces between the inspectors and the headquarters levels. It is recommended that the Ministry will appoint one factor to be responsible for the concentration of the requirements of the headquarters levels from the inspectors and for the performance of the prioritization of tasks, so as to ascertain that the time of inspection is utilized appropriately and reasonably.

Recommendation for Avney Rosha, the organization responsible for the training of the inspectors. It is recommended to inform the inspectors about the model and to make it into a practical model. It is necessary to build a constellation of frameworks for the professional development of the inspectors. The inspectors will receive the knowledge, skills, and tools for the coping with the new role definition adjusted to the educational reality. In addition, the training frameworks will help the inspectors for the personal development and formation of their professional identity in the era of changes and reforms. Furthermore, it is necessary to allocate special resources for the purpose of the pre-role training of the inspectors and for the development of unique programs for the building of trust for the development of partnerships.

VIII.6. Contribution to Knowledge

The Contribution to the Methodological Knowledge. In this research study an original questionnaire was built. This questionnaire was developed on the basis of the findings from the qualitative part. The questionnaire was distributed to a pilot group and found reliable. This questionnaire is unique and innovative in the field.

The Contribution to the Theoretical Knowledge. The GIPP model, the model for the general inspector's professional profile, was formed and developed on the basis of the data that

arose in the research study. Since in Israel people cope with the difficulty in the definition of the general inspector's role over the years and do not succeed in implementing the recommendations of the different committees established over the years, this original model closed the gap in knowledge and will support the promotion of the inspector's role definition to the policy makers. This model will help reduce the gap between the inspector's work in actuality and the official role definition. However, this model is not suited for all the countries that discuss a change in the structure of their inspection.

It is further possible to say that the professional literature in Hebrew about the educational inspection and the definition of the inspector's role is rather limited, and the research study contributed to the theoretical knowledge in the field. Three years ago Nir (2014) published a book that reviews the educational inspection in a number of places around the world, including Israel (Bogler, 2014). The original model in this research contributes to the knowledge in the field.

In addition, the research was based on different theories that addressed the models of the leading of changes in educational organizations, such as Fuchs (1995), Fullan (2000), Nir (2017), and Oplatka (2017) and the research findings contribute to the knowledge in this field. The model of the inspector's professional profile proposed in this research study is based on the main theories in educational leadership such as Ben-Asher (2013), Björk, Johansson, and Bredeson (2014) Murphy (1999), Oplatka (2017), and Sergiovanni (2000) and can contribute in the field. Since the model is also based on Erikson's stages of psychosocial development, it added to the knowledge in this field.

Contribution to the Practical Knowledge. The professional profile model that was created is a practical model that can constitute a basis for the writing of the inspector's role definition so that in practice it will be possible to build and structure the main tasks in which the inspectors act and dedicate most of their time and thus to reduce the considerable load assigned to the inspectors and to enable them to perform their role appropriately and according to the changing reality. However, the model can serve as a basis for the understanding of what are the main needs and topics that should be included in the training of the inspectors. This model enables the construction on its basis of ways of assessment for the inspector's work.

VIII.7. Further Research

1. This research study examined the perceptions and needs of the inspectors, principals, and educational staffs relative to the existing situation. However, it is recommended to

examine in a continuation research between the respondents' perceptions in the characteristics that differentiate between them, such as experience in inspection or management, type of inspected framework (special education school or preschool), so as to differentiate between the needs they note.

2. The inspector is an educational leader. It is recommended to perform a continuation research that will examine the contents of the inspector's training according to the inspector's professional identity and on the basis of standards of leadership.
3. The inspector's role is a conflictual role, and hence it is necessary to research how the conflictual components of the role influence the relations of trust between the inspector and the principals and/or the role partners.

REFERENCES

- Addi-Raccah, A. & Gonen S. (2013). School principal view of superintendent and local educational authority role in different school environments. *Studies in Educational Administration*. [Hebrew]
- Ainscow, M., & Tweddle, D. (2003). Understanding the changing role of English local education authorities in promoting inclusion. In *Inclusion, participation, and democracy: What is the purpose?* Springer, Dordrecht, pp. 165-177.
- Avidov-Ungar, O. (2017). Professional development of supervisors in a period of reforms and changes: The point of view of the inspectors. *Dapim*, 65, 167-189. [Hebrew]
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing schools systems come out on top*. McKinsey & Company.
- Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perception of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.
- Ben-Asher, S. (2013). Developing Educational Professional Leadership among Ministry of Education Inspectors. Mofet Institute, *Dapei Yozma*, 7 pp. 107-113. [Hebrew]
- Beyth-Marom, R., Gordoni, G., & Semach, M. (2009). *Research Methods in the Social Sciences: Guiding principles and Research Styles* (Second). Raanana: The Open University of Israel. [Hebrew]

- Björk, L. G., Johansson, O., & Bredeson, P. (2014). International comparison of the influence of educational reform on superintendent leadership. *Leadership and Policy in Schools, 13* (4), 466-473.
- Bogler, R. (2014). The elusive character of the school superintendent role: The Israeli case. *The educational superintendent: Between trust and regulation. An international perspective*, 75-90.
- Brown, H. D. (2001). *Teaching by principles* (2nd ed.). White Plains, NY: Pearson.
- Bülbul, T., & Acar, M. (2012). A pair-wise scaling study on the missions of education supervisors in Turkey. *International Journal of Human Sciences, 9* (2), 623-640.
- Clark, V. L. P., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Merrill/Pearson Educational.
- Cooper, K. & Olson, M. R. (1996). The multiple 'I's' of teacher identity. In M. Kompf, W. R. Bond, D. Dworet, & R. T. Boak (Eds.), *Changing research and practice: Teachers' professionalism, identities and knowledge* (pp. 78–89). London/Washington, DC: The Falmer Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. London and Thousand Oaks: Sage Publications.
- Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi method to the use of experts. *Management science, 9* (3), 458-467.
- Daresh, J., (1989). Supervision As A Proactive Process. *White Plains, NY: Longman*.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal, 32*, 601-616.
- Dimmock, C. (1999). Principals and school restructuring: Conceptualising challenges as dilemmas. *Journal of Educational Administration, 37*(5), 441-462.
- Dror, Y. Nevo, D. Shapira, R. (Eds.). (2003). *Turns and returns in Israeli Education: Policy Guidelines for the 2000 S*. Tel Aviv, Israel: Ramot Tel Aviv University. [Hebrew]
- Elboim-Dror, R. (1970). Some characteristics of the education policy formation system. *Policy Sciences, 1*(1), 231-253.
- Elboim-Dror, R., & Tlamim, M. (2001). Israeli Education: Changing Perspectives. *Israel Studies, 6*(1), 76-100.
- Elmore, R. F. (2007). Local school districts and instructional improvement. *The keys to effective schools: Educational reform as continuous improvement*, 189-200.

- Erikson, E.H. (1968). *Identity: Youth and Crisis*. New York: Norton.
- Fisher, G., & Michaeli, N. (Eds.). (2010). *Change and Improvement in Educational Systems: An Anthology*. Jerusalem: The Branco Weiss Institute & Avney Rosha- The Israeli Institute for School Leadership. [Hebrew]
- Friedman, I. A. (2007). Quantitative research, qualitative research, and mixed methods: How and when? *Hagigei Giva, Givat Washington, 13*, 153-164. [Hebrew]
- Fuchs, I. (1995). Change as a way of life in educational institutions. Tel Aviv, Israel: Cherikover Publications. [Hebrew]
- Fullan, M. (1991). *The New Meaning of Educational Change*. with S. Stiegelbauer. New York: Teachers College Press; Toronto: OISE Press, London: Cassell.
- Fullan, M. (2000). The return of large-scale reform. *Journal of educational Change, 1* (1), 5-27.
- Fullan, M. G. (2007). *The new meaning of educational change*. London: Routledge.
- Gill, J. (2013). Make room for the principal supervisors. *The Wallace Foundation*: New York.
- Gorard, S., & Taylor, C. (2004). *Combining Methods in Educational and Social Research*. London: Open University Press.
- Halse, C. (2011). 'Becoming a supervisor': the impact of doctoral supervision on supervisors' learning. *Studies in higher education, 36*(5), 557-570.
- Harrison, L. (2005). *Political Research* (pp. 11-25, 50-55). Ra'anana: Open university. [Hebrew]
- Katz, D. & Kahn, R. L. (1978). *The social psychology of organizations*. New York: Wiley.
- Kupferberg, I. (Ed.). (2010). *Troubled discourse in Israeli society. A special issue on troubles talk, Studies in Language and Society*. Ramat-Gan: The Israeli Association for the Study of Language and Society, Bar Ilan University, 2 (2). [Hebrew]
- Lewin, K. (1936). *Principles of topological psychology*. New York: McGraw-Hill.
- Lewis, T., Rice, M., & Rice Jr, R. (2011). Superintendents' Beliefs and Behaviors regarding Instructional Leadership Standards Reform. *International Journal of Educational Leadership Preparation, 6*(1), n1.
- Margolin, I., Shani, M., & Telegram, P. (2018). *From Supervision to Leadership: The Journey of a Professional Community*. Mofet Institute. [Hebrew]
- Marsh, D., & Stoker, G. (2002). *Theories and methods in political science*. Basingstoke, UK: Palgrave.
- Maxeld, C. R., Wells, C. M., Keane, W., & Klocko, B. A. (2008). The Role of Superintendents in Supporting Teacher Leadership. *International Journal of Educational Leadership Preparation, 3* (3), n3.

- Maysel, O. (2014). Challenges of Education and Approaches to Promoting Deep and Meaningful Learning. *Lev Lada'at*, Jerusalem: Ministry of Education. [Hebrew]
- Ministry of Education. (1956). *State Education Regulations (Inspectorate) 1956*. Jerusalem: Ministry of Education. [Hebrew]
- Ministry of Education. (1996). *State Education Regulations (Inspectorate) 1996*. Jerusalem: Ministry of Education. [Hebrew]
- Ministry of Education. (2009). The role of the General Inspector in the New Horizon era. Jerusalem. [Hebrew]
- Murphy, J. (1999). *The quest for a center: Notes on the state of the profession of educational leadership*. Columbia, MO: The University Council for Educational Administration.
- MOFET Institute. (2013). *Recommendations to the Minister of Education: For the first hundred days of the next government*. Tel-Aviv: MOFET Institute. [Hebrew]
- Nir, A. E. (2014). *Educational Superintendent: Between Trust and Regulation An International Perspective*. Nova Science Publishers, Incorporated.
- Nir, A. (2017). *Organizational Change in School*. Haifa: Pardes.
- O' Cathain, A. (2009). *Mixed methods research in the health sciences: A quiet revolution*.
- Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). A qualitative framework for collecting and analyzing data in focus group research. *International journal of qualitative methods*, 8(3), 1-21.
- Oplatka, I. (2017). Fifteen Years of Publication: Leadership and Policy in Schools and Its Scholarly Contribution Since Its Foundation. *Leadership and Policy in Schools*, 16 (1), 1-26.
- Paz, D. (2014). *Training and professional development Of inspectors*. Tel-Aviv: Mofet Institute. [Hebrew]
- Paz, D. (2015). Control and enforcement systems in education systems around the world. Tel-Aviv: Mofet Institute. [Hebrew]
- Raichel, N. (2008). *The story of the Israeli educational system: between centralization and decentralization; Between declared and hidden; Between imitation and uniqueness*. Tel Aviv: Mofet Institute. [Hebrew]
- Renzi, A. B., & Freitas, S. (2015). The Delphi method for future scenarios construction. *Procedia Manufacturing*, 3, 5785-5791.
- Ribbins, P. (1999). Understanding leadership: Developing headteachers. *Educational management: Redefining theory, policy, practice*, 77-89.

- Sabar Ben-Yehoshua, N. (Ed.). (2016). *Traditions and Genres in Qualitative Research: Philosophies, Strategies and Advanced Tools*. Tel Aviv: MOFET. [Hebrew]
- Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, (informworld.com). Paper Presented at AARE Conference Melbourne, November 1999, available: <http://www.aare.edu.au/99pap/sac99611.htm> Retrieved 17-3-2009.
- Schwandt, T. A. (2014). *The Sage dictionary of qualitative inquiry*. Thousand Oaks, US: Sage Publications.
- Seller, W. (2005). Schools and school districts in educational reform: Examining the space in-between. *Journal of Educational Change*, 6 (1), 1-5.
- Sergiovanni, T. J. (2000). Changing change: toward a design science and art. *Journal of Educational Change*, 1 (1), 57-75.
- Shkedi, A. (2003). *Words of Meaning. Qualitative Research – Theory and Practice*. Tel Aviv: Ramot Publications, Tel Aviv University. [Hebrew]
- Shmueli, E. (2017). *Paths in Education*. Jerusalem: Henrietta Szold Institute. [Hebrew]
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- State of Israel. (2017). *State Comptroller's Report, 2017*. Jerusalem: State of Israel. [Hebrew]
- Tickle, L. (1999). Teacher self-appraisal and appraisal of self. *The role of self in teacher development*, 121-141.
- Townsend, T. (Ed.). (2002). *Restructuring and quality: Issues for tomorrow's schools*. New York, NY: Routledge.
- Tyack, D. (2002). Forgotten players: How local school districts shaped American education. In: A. Hightower, M. Knapp, J. Marsh & M. McLaughlin (Eds.), *School districts and instructional renewal*. NY: Teachers College Press.