

# STATUTUL PROFESORULUI ÎN ISRAEL

## TEACHER STATUS IN ISRAEL

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### SUMMARY

*Authors address the professional status of the teacher and the teaching profession in Israel against the background of economic, social and technological developments that undermine the status of the teacher as a source of knowledge and authority and affect his ability to compete in other subjects, both in terms of attractiveness of the profession and in terms of economic rewards.*

**Keywords:** teacher, status, professional status, teaching profession, education, salary.

### REZUMAT

*Autori abordează statutul profesional al cadrului didactic și al profesiei didactice în Israel pe fundalul dezvoltărilor economice, sociale și tehnologice care subminează statutul profesorului ca sursă de cunoștințe și autoritate și afectează capacitatea sa de a concura în alte materii, atât din punct de vedere al atractivității profesiei și din punct de vedere al recompenselor economice.*

**Cuvinte-cheie:** profesor, statut, statut profesional, cadru didactic, profesie didactică, educație, salariu.

**Introduction.** The professional status of the teacher and the teaching profession is a concept that refers to the social and professional prestige of the teachers both as professionals themselves and in comparison with teachers of other subjects. The status of the teacher and the teaching profession is influenced by many variables, including the prerequisites for entering the profession, the education and skills required to engage in it, the economic resources allocated to the field, the salary, working conditions and benefits, the

impact of the occupation on the society, the target population, the population of the professionals, the contribution to the society, the degree of independence and involvement in the decision making of the profession, recognition of the importance of the profession and its need and more (Ben Peretz. Miriam 2009).

The teacher's professional status has engaged policymakers in Israel and around the world for many years, against the background of economic, social and technological developments that undermine the

teacher's status as a source of knowledge and authority and impair his ability to compete in other subjects, both in terms of the attractiveness of the profession and in terms of economic reward.

The erosion of teacher status in the first few decades of the state's existence led in 1979 to the establishment of a state commission to examine the status of the teacher and the teaching profession chaired by Supreme Court Justice Judge Moshe Etzioni. This committee recommended, among other things, the setting of work arrangements and working conditions in schools, the extension of the education framework and the receipt of financial rewards for them, improving the training of teachers and speeding up the academic processes in the field, raising teachers' salaries and providing opportunities for professional advancement and more. The subject also dealt extensively with state committees in education, such as the Dovrat Committee.

The prerequisite for training, licensing and certification for teaching.

Building a quality teaching force requires education systems to devote resources to attracting good people to the profession and training them to perform their duties in the best possible way. Demanding learning pathways and high threshold conditions for the teaching profession, which include licensing and specialization exams, are means that many countries take to ensure the quality of teaching power and thus increase the prestige and status of the teaching profession. However, when there is a shortage of teachers, there is concern that the number of those in the threshold condition will not meet the needs of the system and it will be forced to instruct teachers who do not meet these conditions.

**Prerequisites for Teacher Training Institutions.** Training for teaching in Israel in

state and state-religious education is currently done on two routes:

1. Teaching Studies in Academic Colleges - Studies that give students a college degree, B.Ed which trains them to teach in a certain age group and in one or two areas offered by the same institution. According to data from the Central Bureau of Statistics, 3.9% of the high school graduates in 2004 went to the academic colleges for education up to the end of eight years of high school graduation. In the academic year 5759, they received 5,183 graduates from the Academic Colleges of Education (Central Bureau of Statistics).

2. Teaching studies in the schools of education in universities and in the courses for training academics for teaching in academic colleges, which are intended for students of a university degree or such degree holders and granting students a teaching certificate in the framework of diploma studies. In 2008, a certificate of instruction from the universities received about 1000 graduates, which is about 3% of university degree recipients, it will be made clear that graduates of both courses are eligible for a college degree.

According to data released by the Central Bureau of Statistics in 2009, approximately 60% - 70% of recipients of teaching certificates from the academic colleges of education and about half of the recipients of teaching certificates from universities are actually employed in teaching.

The Department of Teacher Training in the Ministry of Education is currently the body responsible for the academic colleges of education. (Central Bureau of Statistics).

According to the Divisional Circular, the eligibility requirements for admission to the academic year of the academic year 5779 are eligible for a matriculation certificate with an average of at least 85, a psychometric score of at least 475 points, a combined score of at least 525 points and

an admissions interview. The colleges can determine additional conditions, depending on the specialization course. These threshold conditions have some exceptions: In a large part of the internships, candidates with an average matriculation degree of 92 or older can be accepted without a psychometric test, and applicants who qualify for a matriculation certificate that do not meet the prescribed admission level can be found to be very suitable for the teaching profession at a rate of up to 15% of college students per year. (Ministry of Education 2013).

**Teacher training.** Different countries have different arrangements regarding the duration of teacher training, training content and the type of degree that teachers receive at the end of training. These arrangements also vary depending on the stage of education in which the teacher is intended to teach. It should be noted that in addition to the usual training pathways, in some countries, alternative training pathways are usually designed for those who wish to be converted to teaching and pursue it as a second career.

In Israel, since the 1990s, a process of unifying and academicizing teaching studies has taken place. As mentioned, today all the academic colleges of education give their graduates a college degree, and this change has resulted in a significant increase in the rate of academic teachers. In the academic year 80% of the teachers in Hebrew elementary education and 87% of the teachers in the Arab elementary education had a college degree (Statistical Yearbook 2012).

In the middle of the first decade of the 21st century, several committees dealt with the subject of teacher training, including the Joint Committee on Higher Education and the Ministry of Education on Teaching Training led by Prof. Tamar Ariab and Prof. Jacob Katz (2003-2005)

and the Teacher Training and Promotion Committee, chaired by Prof. Naama Sabra Ben-Joshua, who worked within the Dovrat Committee (2005). Following the recommendations of these committees, the Council for Higher Education (2006) published outline guidelines for teaching training in Israeli academic colleges (Knesset Science Center).

According to the Council for Higher Education (2006): The basic premise of the guidelines is that in order to improve the status of the teaching profession, an agreed and comprehensive body of knowledge must be established for trainees to study as part of their professional training, as is the case in other professions. A basic outline for teaching studies was established, which included a theoretical component of education and teaching studies and an element of practical experience. In addition, the teaching program includes disciplinary studies.

**Professional development of world teachers and teacher status.** The renunciation of Western countries by their social commitments, especially in a capitalist state such as the United States but also in welfare states in Europe and elsewhere, has in recent decades led to more countries looking for ways to reduce national education spending while at the same time receiving higher return on investment. Cost-benefit considerations underlie such moves as transferring a large portion of teacher training into schools (England), creating short and inexpensive teacher training courses (United States), and reducing the number of teacher training institutions (Austria, Israel). These social economic decisions have a negative impact on the public image of the teaching profession, the status of teachers and the positioning of teaching training institutions in the fabric of higher education and professionalism in many countries. Today, the teacher

has to face new challenges and variables that characterize the global, communicated, and knowledge-based society, where violence is rising, children's rapid adolescence is undermining adult authority and is pushing the boundaries, and the student population is becoming increasingly complex due to the increasing cultural heterogeneity of students and due to the integration of students with special needs

age of teachers in Israel and the average OECD are similar. In 2014, in all stages of education, teachers in Israel are younger than the OECD average. However, the difference between the average age of a teacher in Israel and the OECD declines with the level of education: a teacher in primary education in Israel is younger by about 2.4 years, 1.1 in the high school and 0.7 in the high school.

**Table 1.** Average age of teachers in Israel by education stage in 2014.

Country	Education phase		
	Primary school	Junior High school	High school
Israel	40.6	42.8	44.6
OECD	43	43.9	45.3

in regular educational settings. The teacher is required to deal with societal decisions that are not always understood to have their implications for the classroom. The gap between the high expectations of the social studies teacher and his poor standing in the public eye and the constraints of the school environment in which he operates have created difficult circumstances and conditions in the first place, which are unlikely to succeed successfully. These difficulties first arose in the United States in the mid-1980s (Carnegie Forum 1986), but their severity became apparent only in recent years. Therefore, the solutions previously proposed to promote the teaching profession and to improve teaching training - for example, the academicization of the profession, raising the demands of applicants to engage in teaching and minimal changes in the conditions of employing teachers - are no longer satisfying.

**Younger teachers in Israel.** In Israel, the teacher's age in primary and middle school is lower than the average in the OECD; In primary education, teachers up to age 39 constitute about 51% compared to about 41% on average in OECD countries. In the upper division, the average

**Teacher salary.** In all stages of education, actual wages in Israel are lower than in the OECD. In terms of comparing the statutory working time in 2014 between educators in Israel and educators in the OECD, teacher salaries in Israel are lower by 34% in elementary education, by about 30% in middle school and about 46% in NIS than the average salary in OECD. In kindergartens, the preschool teachers in Israel are one fifth lower than the average preschool teacher in the OECD. Teachers' wages in Israel have increased significantly over the past decade. While the average wage in the OECD retains its value. In Israel, wage growth is evident mainly as a result of education reforms and wage agreements. In contrast, in most comparison countries, we are seeing a real decline in teacher pay in those years.

**Statutory wages.** From 2010 to 2014, real typical wages in Israel increased significantly on average annually: 3.7% per year in pre-primary education, 5.7% in junior high school, 5.2% in high school and 0.9% in primary education. As a result of these transformations, Israel is among the countries with the highest typical wage in these years.

In all stages of education, actual wages

in Israel are lower than in the OECD. In Israel, as in the OECD, the actual salary of teachers aged 34-25 is lower than that of teachers aged 55-64, but the difference is greater in Israel (40% versus 30% in the OECD). The older age for the younger age group is greater in Israel than in the OECD: an increase in wages between the two age groups in Israel, in primary education of about 60% and in secondary education of about 66% compared to about 40% in all stages of education in the OECD. Source: Adaptations of Division A Economics and Statistics EAG 2016, D3.1a, p.440-441, D3.4, p. 424.

The 2014 data presented in Table 2 shows that the actual teachers' wages relative to degree holders (of the entire Israeli economy) prior to the full implementa-

tion of new Horizon reforms and strong returns, are similar to the average ratio of OECD countries in the upper division and high in all other stages of education. Israel ranks third in pre-primary, elementary, and middle schools in this indicator, with only Luxembourg and Greece ahead of it.

The actual salary of teachers employed under reform conditions is similar to the average wage in the economy relative to an employee in the economy with the same education, and even higher in secondary education.

In all stages of education, the ratio of the actual salary of Israeli teachers to the average wage of tertiary educators in the economy is higher than the same ratio of the average wage in the OECD. Teachers'

**Table 2.** Ratio of Actual Salary Average \* of a Full Time Teacher to Average Salary of Employees in a Tertiary Education Age 25-64 2014.

Countries	Pre-primary school	Primary School	Junior High school	High School
Israel actual wages	0.90	0.92	0.99	0.88
Israel's rating in this index relative to the OECD countries and the countries ranked before it	3 Luxemburg, Greece	3 Luxemburg, Greece	3 Luxemburg, Greece	15
Israel - Teachers' salaries employed only under the conditions of reform	0.91	0.92	1.00	1.07
Israel - Statutory salary, 15 years seniority and typical training	0.82	0.74	0.81	0.65
OECD	0.74	0.81	0.85	0.89
USA	0.65	0.68	0.69	0.71
Italy	0.65	0.65	0.69	0.72
Germany		0.89	0.98	1.05
Denmark	0.73	0.87	0.88	1.00
New Zealand		0.85	0.87	0.94
Finland	0.65	0.89	0.98	1.10
Czech Republic	0.48	0.56	0.56	0.58
France	0.77	0.76	0.90	0.99

**Source:** Processing of Division A. Economics and Statistics, EAG 2016, Table D3.2c, web.

wages in Israel have increased significantly over the past decade. While the average wage in the OECD retains its value, in Israel, wage growth is evident mainly as a result of education reforms and wage agreements.

In most comparison countries, we have seen a real decline in teacher pay in those years. The relative advantage of the education system is that it has the ability to retain and nurture teachers through a high salary scale that rewards seniority and education. Korea is the only country out of the comparative countries that the maximum salary level for teacher in the same type of training is higher than in Israel and stands at 2.8 of the starting teacher's salary in all stages of education. This reduces the salary gap between a teacher in Israel and an average OECD teacher in the older age group.

**Summary.** Factors that may improve the status of the teacher:

1. Improving the training process, raising the standards for admission, graduation and teaching certificate (1999 Hsieh &

Shen ) Extending the training period, improving the quality of training.

2. Deepening and strengthening the professional base. Educational development and appropriate professional preparation will enable teacher engagement and integration into a more familiar system. Teacher empowerment 1. Allow teachers to be involved in school decision making (xiaofeng, Ramsey 2008). 2. Delegating authority 3. Building a teaching team. 4. Changing the hierarchical organizational structure.

3. Building educational leadership and creating a career advancement example, teacher promotion.

4. Improvement of salary level - teachers' low salary is seen as the factor responsible for the low status of the teachers. The recommendations of the factors suggested linking the teaching rewards to student achievement and performance.

5. Improving physical working conditions in schools.

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