

Israel 34

OECD average 30

Education Innovation Index

Innovation in education by category



Secondary

34

30



Reading

26

27

Innovation in education by type of practice

Teachers'
peer learning

83

0 83,1
-1,2 40,8

42

Independent
knowledge acquisition

48

-6,7 41,5
-6,7 34,6

41



Assessment

37

-2,2 34,5
-9,3 16,9

26



Homework

34

-12,6 21,8
-7,3 28,4

36

School learning
resources

34

-20,1 13,7
-22,6 9,8

32



Rote learning

23

-6,8 16,6
-3,2 28,3

32

Fostering higher
order skills

21

-7,6 13,7
-3,3 20,6

24

School external
relations and HRM

18

-2,6 15,1
-8,1 12,8

21

Other
practices

16

-0,7 15
-6,6 14,2

21

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to a expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Israel

Between 2006 and 2016, students in Israel have experienced a relatively high level of innovation in education, more than the average in OECD systems. Innovation in secondary education practices has been exactly the same as in the overall system. A primary education innovation index could not be computed due to some data gaps. Innovation in reading practices has been modest in Israel, as was the case across OECD systems. The scale up of teacher peer learning practice represents an outstanding innovation in the system and compared to other OECD systems. Otherwise, most of the innovation lay in the expansion of independent knowledge acquisition practices in class, as well as assessment and homework practices.

Some trends in educational outcomes



Academic outcome in primary reading
Academic outcome in secondary science
Academic outcome in secondary maths
Student satisfaction in secondary education
Student enjoyment in secondary science lessons



Teachers' collective ambition for their students in secondary education
Teachers' collective self-efficacy in secondary education
Equity of academic outcomes in primary reading



Equity of academic outcomes in secondary science
Equity of academic outcomes in secondary maths

Practices that changed the most

Primary

36 more students in 100 had computers (including tablets) available during reading lessons, reaching a **62%** coverage

35 more students in 100 had teachers putting major emphasis on national or regional tests in reading, reaching a **62%** coverage

30 less students in 100 visited a library other than their classroom library at least once a month, reaching a **61%** coverage

Secondary

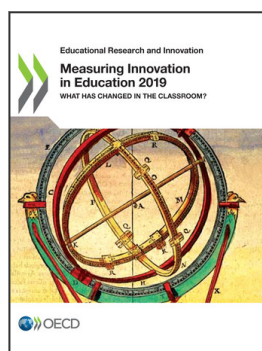
48 more students in 100 in science and **43** more in maths had their teachers discussing how to teach a particular topic, reaching an **83%** and **78%** coverage respectively.

44 more students in 100 in science systematically discussed homework in class, reaching a **78%** coverage

42 more students in 100 had their teachers collaborating in planning and preparing instructional material in science, reaching a **78%** coverage

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.





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