



R O N E N H A H N

The Israel-Waldorf- Forum Project

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Ronen Hahn, IMO Israel, August 2018

Summary

The article describes a process that was conducted with the "National Forum of Waldorf movement in Israel" and the Waldorf Schools in Israel.

The article describes the process by March 2018, a stage in which the formation of the members who will build the new body that leads to the Waldorf movement ("The Heart") began.

The main steps in the process are:

Step 1: Formulate goals, conduct research, build a proposal for a new structure

Step 2: Formulation of new goals, formulating a new structure, staffing the structure,

Step 3: Embedding

introduction

Waldorf education has been operating in Israel for about 35 years. Today there are 25 basic schools, 6 high schools and over 150 kindergartens. Over the years, it has grown into a leading alternative educational stream in Israel, and in 2017 it has also been officially recognized by the Ministry of Education. The body that leads the school movement is the National Forum. This body, at the beginning of the project, is composed of representatives of schools, who are meeting a few times in a year.

IMO is an international organization that deals with organizational consulting. The worldview is called horizontal leadership and is inspired, among other things, by anthroposophy. The Institute operates in 8 countries, including Israel.

In the article you find ideas which have different sources of inspiration, some are explicitly indicated. To these are the people involved, IMO personnel, Adriaan Bekman, ideas that Eyal Bloch brought from his experience and knowledge, and more.

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The main people who contributed and shaped the process are Adriaan Bekman of IMO, and Eyal Bloch, who brought his rich experience.

Start, need and demand

The project began in February 2016. Eyal Bloch from the national forum addressed Adriaan Bekman (IMO global leader) and Ronen Hahn (IMO Israel leader). Eyal brought the need for and demand for a process that will enable continued growth of Waldorf education in Israel in the next 10 years.

Here Eyal Bloch's view about the beginning of the project:

"Why to transform the national Organization Waldorf Israel?"

Reality check – Waldorf movement in Israel 2016;

- Good foundation for Waldorf education in Israel
- The movement is flourishing number wise, Demand from officials to open up and impact/influence public education.

The needs:

A change born out of understanding that what was created when there were only three schools can no longer serve when there are over thirties schools, hundreds of kindergartens.

Sensing and Understanding the needed change for Waldorf in Israel so it can thrive and rise while helping schools and educators to share and inspire each other.

Creating a foundation that will be a living organization, that can grow and change, serve while inspire the Israel movement to horizontal leadership, finding new ways to work with economics, connected to the spirit of time, let space for new imagination and leadership (from children and up) to be part of moving forward.

The goals:

An economical an ecological process that recognized able individual (parents and Teachers) that are willing to serve Waldorf on national level, those adding

Understanding that the first student of waldorf education in Israel are in their mid-Thirties and with the right call and condition want to be part of the movement with new ideas and energy.

New leadership emerge from kindergarten, Arabic society that can see the next steps based on the good name and achievements so far."

Goals for the whole process

These are the goals defined for the project at the beginning:

Rethinking the vision and destiny of Waldorf education in Israel. Observation at the national level, the mission of existing challenges and abilities, and what needs to be developed. Observing: Waldorf education in Israel today, identifying needs and challenges, a coherent picture of reality. A search for an emphasis on looking forward to the future - where the Waldorf education will be in Israel in 10 years.

To create a nationwide movement, that is, a **broad dialogue** to create an opportunity for many people throughout the country to talk and think together on the national level. Create a horizontal and dialogue process. The reality today is that few people are busy at the national level of Waldorf education, the main thinking and doing is at the community and school level.

To develop a new young leadership: an aspiration that will create not only ideas but also people who will take a step forward (both in educational institutions and on the national level) and will be partners in the leadership.

To Relate to the **organizational structure** of the body that leads the education (the national forum) and the **forms of management** in general in the schools. Formation of a structure that will serve as a basis for shaping the future images of Waldorf education.

In general, the goal was for the entire organizational project to serve as an example of work methods and to inspire schools and communities.

At the beginning of the process, the stages of the process were defined as follows:

1 - observation and thinking 2 - organizational structure 3 - finding people who will use the structure.



Figure 1: the steering team after nomination (Naama, Eyal and Ronen)

Start: actions and principles

Steering Team (ST): A team that is going to lead the whole process. Staff: Eyal Bloch - National Forum Member, Naama Shapira - Director of the National Forum and Ronen Hahn - IMO Israel.

This team formulated the proposal for the process. The proposal included the duration of the process, the main milestones and budget.

In the organizational structure there is a body called **Decision maker**, which is the body that decides on the existence of the organizational process. In our case, the national forum is the body to which the proposal was submitted and the one who accepted it and committed to budget it.

The relationship between the **Steering Team** and the **Decision maker** body: Throughout the process/project, contact is maintained with the national forum, which invites the process. The Forum reported several times during the year on the progress and finally presented a proposed structure.

Step 1: Identify and deepen topics through structured processes

Identify topics:

The first understanding was that we should begin with discussions on issues that represent the main questions of Waldorf education today. Identifying issues of substance by **focus**

groups: At the first stage, a number of focus groups were established to identify issues of substance in Waldorf education that are relevant to the process. The chosen areas were repeated at the various meetings.

The six areas that have emerged from the focus groups are:

1. Community of the school
2. Leadership
3. The forum structure
4. Teacher's training
5. Management of the school
6. The Waldorf impulse (How to keep and develop)

In each area, a "structured process" was established to deal with the issue.



Figure 2 Meeting June 2016, Alumot School

Structured processes

The methodology of a **Structured process** allows the subject to be dealt with in order to deepen, formulate opinions and make decisions. Each process has a process owner/leader. The process leader processes a process (meetings, conversations, knowledge gathering, etc.) that enables the proper handling of the issue.

The nature of the **Structured process** is **research that designs reality** - the very existence of the process that explores and deepens the subject creates change and development.

Spiral Process: A process that begins with a person or team that thinks and raises ideas, and expands out to other people who support ideas and are accurate with them, and perhaps even join the process, to a situation where there is a wide discourse of people. The combination of a process leader and the spiral allows different voices to be expressed along

with a clear lead that enables you to bind the different voices in a balanced and responsible manner and to move the process forward.

In addition, the **Structured** process fosters the principle of "Synthesis of multiple perspectives": the large number of people involved allows clarity.

What are process leaders?

People (teams) who are responsible for leading the process, not necessarily decide on each point, but the responsibility for promoting the process.

options

There are differences in the appointment of a PO, for example "call for proposal" who wants to lead, for example a group process discussing together and so on.

Another possibility is to identify suitable persons and contact them (the "identification principle").

How were they chosen?

Selection of process leaders from the identification principle. The method here was to look at the people in the country and identify who is suitable (according to the criteria) to lead a particular project. These people were invited, those who agreed led the processes. The orientation team consulted in the identification process with different people.

Criteria

Prior to identifying and selecting the PO, there was a short process of formulating criteria for the process owner position. The goal of the criteria is to bring about the best possible implementation of processes and to meet the goals of the whole process (leadership, broad discourse, etc.).

The criteria for delivering processes were:

Individuals, i.e., not representatives of schools;

To search for candidates from a variety of positions: teachers, principals, members of nonprofit organizations;

Not to choose the "founding generation" to enable a young generation to enter these shoes. "The Founders" were invited to be advisors and supporters of the process;

Choosing from identifying potential for new leadership.

Expanding the teams in the processes was the responsibility of the "structured process leaders". They invited additional members to join the investigation process.

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Perform the Structured processes

Each process defined the research questions he wanted to deal with and presented his conclusions and recommendations at the end of the year. The six processes operated simultaneously. The Steering Team created an infrastructure of national conferences that created a fruitful encounter. The conferences created a **rhythmic anchor** that the processes could lean on.

At each national conference, the meetings of the principals were held, and later on, in the plenum, all the participants were updated and involved in the structured processes.

Extending the teams in the processes was the responsibility of the "structured process leaders". They invited additional members to join the investigation process.

The team leaders were in regular contact with the navigator crew. Joining the Structured process team was done in two ways - the leaders personally invited, and there was a "voice call" to join. The choice of people in the "identification" method, both the fact that the process owners ordered their eyesight and the "voice call" that enabled them to join circles on the basis of personal interest, enabled different people to join, that in these other circumstances, they probably would not have reached national level.

On the one hand, the process of "structured processes" allowed the **autonomy** of each process to shape and manage the investigation, while on the other hand the process did not operate in the vacuum, but it had **control** because it had regular contact with the navigating team, IMO's escorts and the rest of the processes, At national conferences.

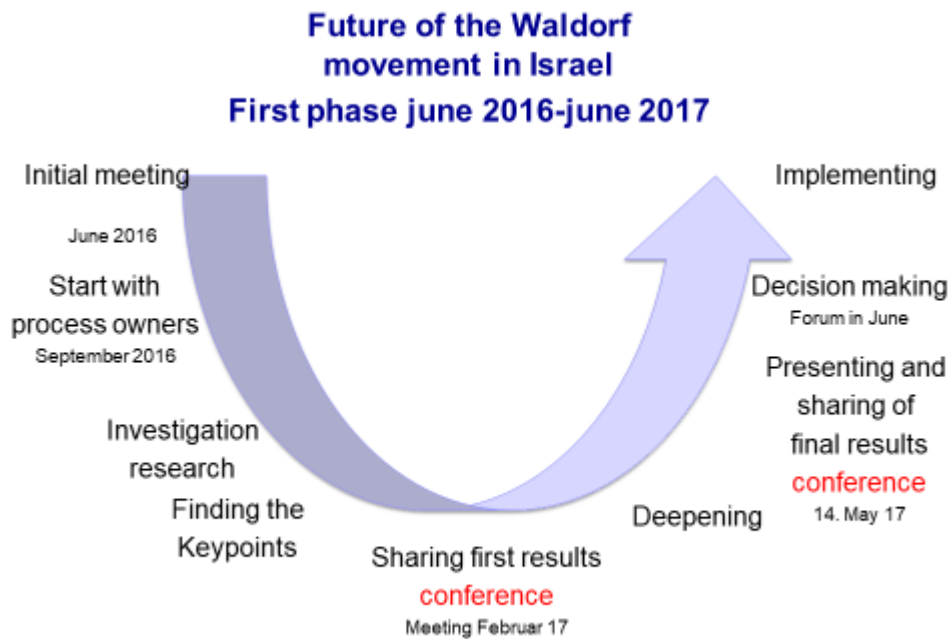
Each structured process was accompanied by an IMO Israel member.



Figure 3: The conference in February

Perform step 1

Phase 1 was held during September 2016 through June 2017. The "anchors" of the process were four conferences attended by members of the six processes, two small conferences, mainly the leaders of the process, and two large conferences in February and May 2017. The diagram describes the first stage All in the form of "U".



Summary of the first stage

The six processes were presented at the conference in May 2017. At the meeting of the steering team after the conference, it was decided to establish a "Leading Change Team". The team met for the first time in August 2017. At this meeting, there was a joint observation of the six processes and from there the understanding was reached regarding the continuation of the process (stage two).

The main conclusion was that a significant part of the conclusions will be implemented through a new organizational structure and will be handled through it once it is established.

Second Stage (August 17-March 18)

The second stage included three main efforts:

1. Design a new organizational structure for the national forum,
2. The holding of national conferences in an annual covenant
3. The establishment of professional circles.

Principles and sources of inspiration for a new organizational structure

The new organizational structure for the National Forum is built on a concept of a **net** or **fabric**. This approach seeks to preserve the independence of schools and educational organizations in all matters relating to their conduct, but at the same time these bodies are aware of the implications of their actions on the overall net/fabric.

Schools are encouraged to rely on accumulated knowledge and resources in areas that are beyond their abilities. The net/fabric is designed to enable growth and support for entrepreneurs, and enables the creation of working groups in a variety of ways and fields.

The net/fabric is composed of teams (in contrast to a conventional hierarchical structure), which operate in circles of circles and work groups. These groups can get up or stop their work as needed.

The network structure gives it the following qualities:

- **Flexible** structure with the ability to expand and change according to tasks, desires and interests.
- A structure that creates **resilience and balance** between the needs of the various organizations.
- Generates **rhythm** that enable routine proactivity.
- A structure that creates a base for **entrepreneurship and innovation**. Interested parties or entrepreneurs can promote and share areas of interest that the national connection strengthens.
- A structure that creates a space for **sharing and gathering knowledge**, forms of conduct and organization that can serve as a source of inspiration for schools.
- A structure that facilitates the **promotion of topics** and areas that are worthy of being treated at the national level, such as book publishing, sharing and knowledge development, training courses, etc.
- The net maintains its **vitality** with rhythm and annual respiration held by the **Heart team**.

"The Heart" - the new body that will lead the forum

The new structure has a staff that will lead Waldorf education. The body is called the "Heart" because it draws its principles from the action of the heart and circulatory system.

The main principles of heart action are expressed in the core of activity. The main idea is that the heart and blood circulation have four main principles and these are implemented in the new team.

The principles:

1. **Sensing** (what happens in the Waldorf in Israel, from specific events in a particular school to general trends)
2. **Vision** (what is our vision, what is our future, what is our strategy)
3. Contact with **"the world"**, external partners and institutions (Ministry of Education, authorities, world of general education, etc.)
4. **Feeding** (nourishing, support for initiatives, training, teaching, escort and any other way)

The process dealt with various aspects of the heart, meetings, composition, economic aspects, and so forth. The composition of the "Heart" is comprised of officials and representatives of the professional circles.

Another source of inspiration for the Heart structure is an organization called ASD (Association for social Development). This organization has a **Facilitating Group** (4 persons: each year one person steps out another steps in) that leads the activity.

Circles and professional groups

The idea is that circles and groups arise as needed in one of the following ways: at the initiative of the lead team; Initiative of individuals; an initiative of existing circles. In any case, it is a **flexible** structure in which groups rise or fall apart according to need and without shaking the general structure. The structure in particular encourages entrepreneurship, the distance from idea to set up a group and a hand to its implementation as part of the structure, network and conference rhythm is very short and efficient.

Some of the circles leaders will be members of the "Heart" team. The contents of the circuits and work groups will be formulated by the circuit leaders together with the "Heart" team.

Some of the teams are representative (representative of each school) and some are not, but only on a professional basis. The representative teams are referred to here as "circle" and the professional and non-representative are "group".

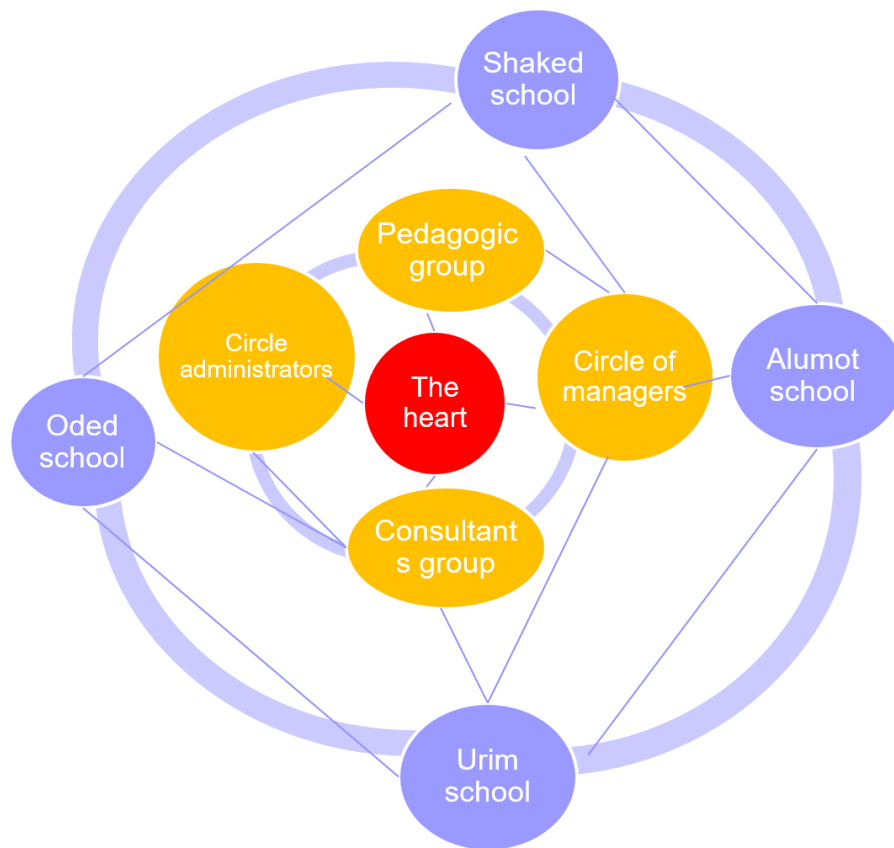
Team names (temporary list will change over time): executive circle, administrators circle, Collegium leadership circle, pedagogy circle, economic group, group of teaching supporters, "Waldorf-Waldorf" school group.

Network building - teams

All the bodies, namely, the heart, the professional circles, and the schools themselves, are a kind of mesh or weave, see a diagram.

Description of the drawing:

1. A network structure, all bodies connected
2. Concentric Circles - In the centre is the "heart", a second circle of professional groups, a third circle of schools
3. Flexible structure, circuits and schools can be easily added.



National conferences

The principles of the conference structure: holding national conferences in constant harmony. These include meetings of the working groups as well as a joint plenary session. The idea of the conferences that each initiative, school and association has on the same day a car (or a few) with the manager, the administrator, a member of the teaching support team and so on - that is efficiency.

Final:

The structure establishes a new infrastructure that includes an organizational structure (the staff of the heart, professional circles); A rhythmic program for conferences and events that support the new structure; a new organizational culture.

The project is currently underway (August 2018) at the end of the initial staffing phase of the heart team and the beginning of assimilation of the new work forms.

The new forum, in the full picture, including the organizations, bodies and events, with the Heart team being part of the new forum

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