A tool for planning and developing teaching units and learning sessions in the spirit of the *each* model

Rationale

The learning processes, teaching and evaluation in the city of Herzliya are anchored in the **each** model. We strive to establish a community of teachers and teacher leaders and initiators, who influence education in the city of Herzliya, in particular, and in Israeli society, as a whole. In our view, a high-quality teaching process means planning, developing and executing learning sessions that intelligently combine traditional pedagogy alongside innovative ones and encourage a flexible study structure and an integrative worldview that coherently involves different areas of interest and disciplines. The community of teachers will have a supreme commitment to the creation of a social climate fostering empathy and civic responsibility; in addition, an intellectual climate developing critical thinking, integration, research and creative skills. The learning sessions will be influenced by the curriculum, calendar events, current events, the geographic, demographic and cultural environment as well as the pedagogical, value and disciplinary worldview of the school and the teacher. The community will strive for an experience in which the learner will effectively realize their abilities and tendencies inherent in their personality through independent and autonomous learning processes alongside collaborative ones.

each model

A model of educational, pedagogical and values in the city of Herzliya, was developed by Dr. Jacob Nahum, Deputy CEO and Head of the Department of Education and Values in the municipality of Herzliya. The model is embedded in the city's educational institutions with the aim of promoting equal opportunities in education and giving every student independence, entrepreneurship, diversity and freedom of choice while developing 21st century learner skills. The model will allow all students autonomy in choosing a variety of expanded learning areas, including academic learning as part of the matriculation exams and accreditation for further studies. The model is based on the holistic concept that connects the city's formal and informal resources with content experts from the community, academia and high-tech industries. The model aims at personal empowerment, social leadership and multi-age cooperative learning without limitations of place and time. The pedagogical language of **each** combines four central principles that are built into the teaching processes in an integrative balanced way: values, academia, community, high-tech and research. The pedagogical language entails variables that interface with the personal characteristics of the learners and their achievement goals, in order to reach a value, community, academic and research utopia.

For more information about each on the [Herzliya Education Portal](#)

The four principles of *each* and the teacher's tasks for their assimilation

Principle *e*: Education & Values

Description	Teacher's task	Resources	Facilitator's questions to the teacher
The principle will be assimilated through educational discourse and learning processes concerning dilemmas, ethical, value and moral issues relevant to the lives of learners and the public agenda.	The teacher will encourage and mediate the interrelationships between the various fields of knowledge, universal fields of education and the prime values and relevant world of the learners.	Examples of universal educational values and fields that can lead the teaching and learning process: Responsibility, accountability, human dignity, equality, involvement, diversity, freedom, friendship, compassion, identity, justice, integrity, leadership, environmental responsibility.	1. What is the prime value of the learning process and how will it be assimilated? 2. Does the prime value relate to the values that the school promotes, and, if so, how? 3. What values did the learner acquire during and at the end of the learning process?

Principle α: Academia

Description	Teacher's task	Resources	Facilitator's questions to the teacher
The principle will be assimilated through research-based learning processes driven by curiosity and intellectual interest in order to ask questions, to solve complex problems and to higher order thinking. The research, reading and thinking processes will be guided by knowledge experts from the community, academia, research industries and schools.	The teacher will lead and propose multidimensional and integrative research processes using academic tools of theory, research method, application, findings, discussion and conclusions.	Research tools such as: observations, interviews, questionnaires, surveys Use of diverse information sources: textual, visual, auditory A combination of research methods between different fields of thought (integrative processes: interdisciplinary, multidisciplinary, interdisciplinary, supradisciplinary) is recommended.	1. What is the research question at the center of the multidimensional and integrative learning process and what is the background for its growth? 2. What are the human and theoretical resources that will advance the researcher and how are these used effectively? 3. What is the appropriate product at the end of the research process and how will the teacher evaluate it?

Principle *C*: Community

Description	Teacher's task	Resources	Facilitator's questions to the teacher
The principle will be assimilated through the creation of interactions between personalities and the development of a sense of belonging and commitment to the group, the environment and the community as an integral part of the learning process.	The teacher will suggest and establish interactions that encourage collaboration and reciprocity to create and strengthen the community and improve the learner's sense of belonging. This will be promoted through the development of joint ventures and the creation of centers of mutual influence between the community and the school, at various stages of the learning and teaching process.	Types of community: intra-school communities, student communities, parent communities, virtual communities, dedicated communities, communities around identity, communities between different fields of opinion, of meaning, of interest, etc.	1. What are the possible interpersonal interactions in the community that will promote the concrete learning process? 2. What are the ways of improving the mutual influence between the learner and the community through the concrete learning process? 3. What is the integral product of the learning process that will bring about and improve the sense of belonging, cooperation and mutual commitment between the learner and the community?

Principle *h*: High-technical (Innovation and Enterprise)

Description	Teacher's task	Resources	Facilitator's questions to the teacher
The principle will be assimilated through the practice of skills required in our time, requiring adaptation to changes and leading entrepreneurship, innovation and creativity	The teacher will assimilate and develop diverse skills from those required of an adult in the education system in the 21st century, which are relevant to the age of the students and the subject studied, in order to promote innovative and entrepreneurial thinking and action relevant to our time.	Examples of using pedagogical and techno-pedagogical tools for assimilating skills: Place-based learning, project-based learning, game-based learning, learning through role-playing, "breaking the classroom walls", jigsaw, flipped classroom, the guiding teacher (no longer the imparter of knowledge), learning from mistakes, peer feedback Collaborative tools, escape room, video creation, optimal presentation - storytelling, podcasts - cloud environments, social networks, independent learning platforms - YouTube, Udemy, Campus.il, artificial intelligence.	1. What skills advance the goals of the unit? 2. What are the thinking skills and ways of building knowledge that the learner's learning process promotes and perfects and how is this achieved? 3. How can we evaluate the application of the skills we have focused on? Learning skills pool: Cognitive skills: innovation, entrepreneurship, critical thinking, evaluation, generating insights and drawing conclusions, problem solving - identifying the problem, identifying solutions, implementing solutions, mental flexibility, reflection, flexibility, setting goals Social and interpersonal skills: empathy, cooperation, conflict identification and resolution, control, respect for others, pressure management, perseverance

An outline for writing a teaching unit based on the *each* model

	Criterion
	Academic discipline/s Can be interdisciplinary or multidisciplinary
	Subject studied
	Who developed the unit? Giving credit to external materials
	The appropriate age group
	Estimated time for learning
	Where will the learning take place? Planned spaces, can be physical /virtual space
	Considerations in choosing the subject of the unit: The purpose of this section is to describe the organizing logic of the study unit - why do we teach this subject in the context of the academic discipline and the connection to everyday life and its place in the learning sequence?
	General goals from the academic discipline The goals are based on the approved curriculum.
e	How is the principle "education for values" reflected in the teaching unit?
a	How will we integrate research processes in the teaching unit?
c	How is the principle of "community" reflected in the teaching unit?
h	How will the principle of enterprise and innovation be reflected in the process and the way of learning?
	Concepts: Main concepts that appear in the unit.
	Prior knowledge of the learner for the study unit
	Learning resources: Additional learning materials: a breakdown of all the learning materials that can be used from the web, pedagogical space, YouTube, experts from the community, and more.
	Examples of learning outcomes in the school space and the community space according to the *each* model