**Summary of coordination committee meeting May 15th 2018**

Attendances: Sara Ziv, Sara Silbershtrum (ministry of education), Dalia Imanuel, Raul Drachman, Rinat Arviv, Reuma de-groot

**Topics discussed:**

How to sustain the MIT's model within the "Hamemot model" in the next years?

* 1. Dalia and Sara Silbershtrum reported on the Proteach team as a group within the larger forum of the Israeli induction group that Sara and Dalia currently coordinate. The Proteach team is taken as a group that deal in depth with different issues concerning the implementation of the "Hamemot" – as a way of partnerships between the academy and schools during induction. There is an expectation the Proteach dedicated team will take a more proactive step within the overall policies of the partnerships ("Shutfuyot") currently taken by the ministry of education and the teachers' colleges in Israel. Both Dalia and Sara emphasis on the need to engage more colleges with the MIT that currently ran Hamemot like Levinsky College that have many Hamemot but are not involved in the Proteach project.
	2. Sara reported on the growing number of colleges- (also from the Orthodox sector) that show a lot of interest to join the Hamemot initiative and carry the induction process in school and not at the college. This brings the question of where to put the MITs' as a pivot for this general trend. On a policy level it also conveys the need for funding the work of the schools' coordinators – an issue that deserves further financial resources.
	3. Regards the model of the "Hamemot-MITs" it seems that the inter-institutional model is the best solution to create groups of more than 13 BT which is the minimum to open Hamema-MIT.
	4. Rinat raised the issue of involving also the pedagogical guides with the MITs model. Based on the excellent experience of involving pedagogical guide from Kibutzim in the Exeter seminar she sees the involvement of these guides who work with all teachers students during training as a good way to bridge the MITs' with the work done in the Colleges (the training).
	5. Participants discussed the need to produce tangible outcomes of the MITs experience-something like training units for the MITs (goes in line with D1.3.1), a book that contain many good examples and things to follow from the experience gained in the MITs. There is a need to establish the knowledge gained in the project to be used by all.
	6. For the following year it was suggested to establish a dedicated forum- a learning group- of induction teams from all the teachers' colleges coordinated by the Proteach team- dedicated to the MITs as a mean to improve the Hamemot model. Reuma suggested involving our European partners with the work of this group through 2-3 days of workshop on issues to be decided by the consortium. Sara silbershtrum raised the option of dealing with the role of the mentors during induction in general and within the MIT-Hamemot in particular.
	7. The team discussed the agenda for the force coming meeting with the Proteach colleges' presidents.