SCHOOL INTRAPRENEURSHIP AS A MEANS OF EDUCATIONAL REFORM

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Theoretical Framework: Educational Intrapreneurship

The core idea of educational intrapreneurship is that robust improvement of schools relies on its internal “muscle tone”, and the ability to develop the infrastructure that would enable Intrapreneurship within the school, led systematically by the school staff. Done in a thoughtful and professional measure, innovation and intrapreneurship can be taught and give new meanings to educational practices and perceptions of the role of teachers as educational innovators.

It is the school staff that should be the owner of school change and its professional authority. The knowledge, experience, familiarity with needs and specific challenges; along with understanding of the opportunities and challenges at hand, the professional forces within the school community its characteristics - all these enable educators to define needs, question possible forms of action, implement and assess them, and, ultimately, create innovative educational ventures that have more chances of becoming positive sustainable changes in schools. Structured development of school intrapreneurship would enable scaling of initiatives and create a professional discourse that would connect to a wide professional community of educators and hence bring new meaning to the concept of school reform.

The index was constructed in order to formulate a measurement model and to validate the content relationship between the three major components of educational intrapreneurship: the individual Intrapreneur; the Initiative; and the intrapreneurial culture in the educational organization. Each component was built on the basis of a research tool that was formulated during the validation phase of the questionnaire. In order to achieve a satisfactory fit adjustments were made mainly by free estimation of correlation between items.

Study sample: The sample includes 28 schools of all sectors in Israel, including 541 teachers and educators. The questionnaire was digitally filled by the teachers during school day. Of the respondents: 305 primary school teachers, 104 junior high school teachers, 75 high school teachers and 57 of six-year schools (Middle-High schools).

Results: The index, based on the research tools, showed high levels of compliance and internal reliability. It can be said that the results of the survey met the expectation. The three dimensions (Intrapreneur, Initiatives and Intrapreneurial Culture) are identical to the theoretical structure of three pillars of school Intrapreneurship, as developed in phase 2.

Two metrics - a comparison of two schools

This paper seeks to create a “road map” for those interested in promoting educational Intrapreneurship in a professional manner as a way of systematic school development. Using the index enables the staff to identify the specific needs of the intrapreneurs and focus on the professional and personal development processes required in the context of promoting initiatives in school. Where there is a clear and orderly routine of research, development, creation of a local theory, and defined work time devoted to the development and promotion of intrapreneurship, an organizational ‘cultural statement’ of educational intrapreneurial activity will prevail.