



Preview print only

---

# The Key To The World Of Education

Encyclopedia And Research For The Ministry Of Education

---

---

Author: Mottel Wechter  
Published by: The Lamplighter Foundation

---



## The Lamplighter Foundation

44 Chabad Gate \* Thornhill. L4J – 2R3 \* Canada

Tel: 647 – 221 - 1741 \* Email: [thelamplighterfoundation@gmail.com](mailto:thelamplighterfoundation@gmail.com)

[www.thelamplighterfoundation.org](http://www.thelamplighterfoundation.org)

Registered Charity number: 77731 - 1515 - RR0001

---

Copyright © 2021 By:

**Mr. Mottel Wechter and The Lamplighter foundation (Canada)**

All rights reserved. No part of this book may be translated, reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.





# Index

Index of Subjects





# Index

## Index of Subjects

Last Update: January 25, 2022

*Subject to change and updates as the projects progress. For ongoing updates please follow our website*

*<https://www.thelamplighterfoundation.org/education>*

### **Introduction**

- Forward - A Word From the Editor.

### **Section 1 – Responsibilities and Obligations**

- The Prime Minister – Privileges and Responsibilities.
- The Prime Minister – His authority and role at the Ministry of Education.
- The Minister – Privileges and Responsibilities.
- The Minister - His authority and role at the Ministry of Education.
- Is the position of the Minister professional or political?
- The challenges, every four years, posed by the “changing of the guards.”
- The Deputy Minister and his partnership with the Minister.
- Professional training of the Minister and Deputy Minister.



- Advisors to the Minister and Deputy Minister.
- Inspecting the work of the Ministry of Education.
- A new Minister arrived and seeks “reform”?
- The Minister of Education VS the Minister of the Treasury.

### **Section 2 – the Ministry of Education**

- The structure of a complex body.
- How to make significant changes within the Ministry of Education system.
- The authority of the Ministry of Education.
- The budget of the Ministry of Education.
- The Ministry of Education – Education net!
- National legislation.
- A national vision for the long and short term.
- The national morale.

### **Section 3 – the Ministry of Education and its Relations with Schools**

- How to make meaningful changes in a complex entity.
- The relationship between the Ministry of Education and schools.



- The budgets for the schools and provincial and state governments.
- The budget should not be political.
- The budget per child and not per school.
- The inspector. His goal and mission.
- A license for opening a school.
- Private and religious schools.

#### **Section 4 – the Ministry of Education and Educational Organizations**

- The Ministry of Education, provincial, state and international educational organizations.
- The unions.
- Working with Social Services and courts.
- Lobbying at the Ministry.

#### **Section 5 – the Ministry and the Principals**

- The Ministry and its role as the “super-principal”.
- Setting the rules and the vision.
- Delegating responsibilities.
- Professional training for school principals.



- A proposal and plan for training principals.
- Ongoing guidance and supervision.
- Principals' salaries.
- The laws and rights of the Principal.
- Putting pressure on school principals. Is it healthy?
- Support plan for principals and administrations.
- Supporting principals threatened by violent parents.

### **Section 6 – Investing in Teachers**

- Encouraging the profession of teaching.
- Teachers' training.
- A curriculum for teachers' training.
- A help line for teachers.
- Human Resource office.
- Teaching licences.
- Teachers' salaries.
- Protecting teachers from violent students.
- Protecting teachers from violent parents.



- The laws and rights of the teacher.
- 24/7 helpline for teachers.

### **Section 7 - Investing in the Parents**

- The relationship between the ministry and parents.
- Choose a school for your child!
- Tuition.
- A national plan for professional training for parents.
- 24/7 helpline for parents.

### **Section 8 – Justice at Ministry of Education?**

- Introduction.
- The Ontarians (Canada) issue
- The Success of Private Schools in The United States
- The Deputy Minister in Israel's opinion.
- The voice of the schools and the parents.
- Should the MOE get involved in private schools?
- Appendix – 1



- Appendix - 2
- Appendix - 3
- Appendix - 4
- Appendix - 5
- Appendix - 6

### **Section 9 – The World of the Child**

- Each child is a diamond.
- the laws and rights of the student.
- A national plan for weaker students.
- Special Education.
- A national plan for Special Needs children located in the mainstream.
- Schools in the suburbs and small villages.
- 24/7 helpline for children.

### **Section 10 – National Educational Plan**

- A national plan to raise the level of education and improve the behaviour of students.
- A national plan to enforce discipline in the schools.



- 
- All about bullying and its impact.
  - Teaching or educating? A professional structure for educational (!) curriculum.
  - Investing in individuals.

### **Section 11 – Curriculum**

- A national plan to upgrade academic standards.
- Supervising the curriculum of private schools.
- High school diploma.
- International exams.

### **Section 12 – the Local Government**

- Introduction
- Differentiation of the jurisdiction – is it working?
- Dividing the work between the Ministry of Education and provincial and state governments.
- Working with the schools.
- Cooperation with provincial and state educational institutions.
- The structure of the Department of Education and the provincial and state governments.
- The power of the Department of Education.



- 
- Its role.
  - Its budget.

### **Section 13 – Professional Research**

- Are the standards of schools decreasing or increasing?
- Health programmes for ALL children!
- The influence of education on the national economy.
- Does religion contradict the laws of the constitution?
- A Moment of Silence.
- The role of “residential schools”.
- Appendix – 1
- Appendix - 2
- Appendix - 3
- Appendix - 4
- Appendix - 5
- Appendix - 6

### **Section 14 – The Professionals Talk...**



- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10







# Forward

A Word from the Editor





# Forward

## A Word from the Editor

I have been involved in the field of education and “the world of school principals” for over 30 years.

I’ve gone through all stages and positions as school principal, executive director, trustee, consultant to school principals, and author of the six volume book series, “The Key to the World of Education – Encyclopedia and Research for School Principals”. In recent years I’m involved with community service in my hometown, Toronto, Canada.

Over my lifetime I have spent endless hours and years “hands on” and I have dedicated a phenomenal amount of time, as well, to research. I have witnessed much and can confidently say that although institutions arise and events occur in our lifetimes that greatly impact our lives - even a single good deed or project makes the world lighter and brighter - yet the world stands on the two fundamental pillars of education and community leadership also referred to as “the world of public figures.”

This is THE FOUNDATION of our future and the future of generations to come through which we succeed in illuminating the world so that it become a better and safer place in which to live.

\*

Education is fundamental to our identities as human beings. As we ponder, for a brief moment, the progressive darkness that has enveloped our world for millennia we are forced to conclude that only through the enlightened education of our youth can we repair our world. Our children must be imbued with strong values, faith, empathy and the virtue of helping others. If the world’s nations would invest in education like they invest in technology and the advancement of physical science our world – even without modern technology – would be far more advanced and “human.”

\*



---

The structure of our community and its leadership has a profound influence on our lives and culture, on the emotional health of our families, and upon the welfare and future of our children.

Community structure does not occur spontaneously. A community must be led and structured by leaders who are dedicated to the betterment of others and are capable leaders.

Throughout history many of our great scholars and leaders placed great emphasis on structuring, guiding and leading their communities.

The great scholar, Maimonides, in addition to his great works of scholarship in philosophy and legal codification, dedicated a tremendous amount of his time, daily, to leading his community. The ruling Sultan honored him with the title, "The President of the Community".

The Lamplighter Foundation focuses its time and efforts in advancing these two pillars in the hope of bettering our present and future and the future of our children for generations to come.

\*

At the beginning of 2020, just right before the onset of the Covid-19 pandemic, I completed the 6-volume project "The Key to the World of Education – Encyclopedia and Research for School Principals". Years of work came to an end. Naturally, I felt the right time had arrived to move on and fulfill a life time dream and vision and so I began with the current project, "The Key To The World Of Education - Encyclopedia and Research for the Ministry of Education".

The research is at an early stage of writing and editing. However, it will be periodically updated, in "real time," on the website of The Lamplighter Foundation. As time passes I will publish more articles and research findings. At the end of the project we will publish the series with a physical print.

\*

How did this project begin?

Over the last 30 years, as a principal and as otherwise associated with "the world of principals", many issues arose that are naturally viewed from the point of view of



principals. However, every coin has two sides and the Ministry of Education views things differently. Ultimately, the two side make one beautiful coin.

During all these years I archived a phenomenal amount of articles and ideas related to the MOE (Ministry of Education).

In light of the above and as a continuation of the project for school principals I initiated the project for the Ministry of Education. The two will complement each other for the benefit and future of our children for generations to come.

In addition: we work together with well-known professionals with a rich record in their respective fields. Their articles and findings will be a part of this project with the hope that many more MOE and executive directors (currently and former) will join this unique project.

\*

We hereby call world leaders - presidents, prime ministers, state governors and premiers, ministers of education and their deputies, authors and professionals in the world of education – to join together and combine their efforts to advance the World of Education.

It's well known that good things and real changes always begin from the top of the pyramid.

**Education must be our top priority and together we will light up the world!**

\*

“Every detail and event that occurs to a person in the course of his daily life is not accidental; it is governed by the Providence of the Creator of the world who guides and supervises us every instant and in every detail of our lives in order that all shall be for the good”.

This project began right in the middle of the Covid-19 pandemic.

The pandemic hit the world extremely hard. Some call it “World War Three.” Indeed, it is a war in every shape and form. We all were affected. However, those most affected are our children and youth.



We must take this extreme challenge to empower our children and youth as we emerge from this pandemic!

By bringing light to this world we will dispel the darkness and bring a lighter and brighter future for our children and youth.

We pray to God Almighty that this beautiful project should achieve its goal, to light up the World of Education.

\*

I would like to thank all our dear donors and partners for their tremendous loyalty and dedication, generous support and for the warm welcome you have given me all year round. "My share is your share."

We would never have reached our goals without the partnership of each and every one of you.

**Mottel Wechter & The Board of The Lamplighter Foundation**

**Toronto, Canada**

