"Differences between generations have always been a constant presence. A new generation is born that is not familiar with what existed in the past and adopts a worldview based on what they have grown up with. The children are born into the digital age, while the adults acquired this language as they progressed in life. Children have more knowledge, but lack understanding, while adults possess a greater understanding of the world but do not have enough knowledge. This is where the paradox lies. Generation Alpha's children were born alongside the iPhone and Instagram, and they are well-versed in the digital language, but they do not know any other language (Ben-Shlomo et al., 2019).

In recent years, significant changes and transformations are reshaping old world orders, and attempts are being made in the education system to adapt learning to the new era through a forward-looking pedagogy that instills the necessary skills for the 21st century and helps adults integrate into society and employment efficiently.

A specific element that examines the future-oriented pedagogy is the TPACK model. This modular model consists of three knowledge domains: Content (subject matter), Pedagogy (teaching methods and assessment), and Technology (technological tools such as computers, the internet, projectors, boards, and research) (Koehler & Mishra, 2009).

This research aims to examine the characteristics of future-oriented pedagogy as reflected in the TPACK model among teachers who instruct various subjects, both in the humanities and the sciences. Additionally, it explores the educational staff's attitudes towards the changes arising from the implementation of techno-pedagogy derived from TPACK within the education system, and the extent of teachers' involvement in applying this pedagogy in light of the digital revolution occurring in the last decades.

In the schools the research was taking place, one can see teachers from various subjects. Humanities subjects such as bible, history or geography teachers, beside science subjects such as math or physics teachers. Young teachers beside senior ones.

The research aims to check the degree of willingness of teacher participants to adopt new technological innovations that would help them in their work.

Participants in the research include teachers from elementary and middle schools in the Tel Aviv and central regions. The research was conducted quantitatively using closed self-report

questionnaires. The research tools included a TPACK model questionnaire (assessing teachers' skills for successful teaching) and a pedagogical innovation questionnaire.

Upon analyzing the collected data, it was found that there is a strong correlation between technology knowledge and the development of teaching systems and the adoption of pedagogical innovation, especially among teachers of sciences. Teachers instructing exact sciences were found to have higher perceptions and skills related to pedagogical innovation and the adoption of the TPACK approach. The research also examined additional knowledge indicators such as technological knowledge, technological skills, and curriculum development, among others.

The study shows a clear correlation between knowledge of computer skills and the desire to integrate the computer into teaching. It is noticeable that teachers of humanistic subjects tend to show limited control over computers skills, and less willingness to use them in their work.