



FROM YOUR NEWSLETTER EDITOR

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There could be a temptation to worry that the Network for Research in Jewish Education provides a repetitive forum for a comfortable group of old friends to meet together. One look at this newsletter will prove that this is far from the

case! Renee Rubin Ross writes about the Doctoral Student Colloquium which took place at the conclusion of the main conference – the first time that such a venture was tried. Moshe Krakowski writes about his impressions of the 2006 Conference from a “first timer’s” viewpoint, and Tali Hyman’s description of her research gives a small glimpse of the calibre of new researchers who are applicants for the Young Scholars’ Award. As you read Alex Sinclair’s report of the 2006 conference, you will see that the Network also continues to look for new ways to develop the format of the Programme at our Conference and to attract new presenters.

So as we begin the New Year, we look forward to the new ways in which the Network can be an important force for development within the Jewish educational world, embracing the new, whilst retaining all that is good in what has been tried and tested in the past.

Shana tova.

ARTICLES FOR THE SPRING 2007 NEWSLETTER SHOULD REACH ME BY THE FIRST WEEK OF MARCH 2007.

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MUSINGS ON NETWORKS

Lisa Grant • lgrant@huc.edu



Writing this message less than a week before Rosh Hashanah puts me in a reflective frame of mind. It seems that the decision more than 20 years ago to call our organization the Network for Research in Jewish Education was a most fitting one. The word 'network' suggests something more than an association of individuals with shared interests, though indeed, that is our starting

point. Webster's Dictionary gives the primary definition of the word as "a fabric or structure of cords or wires that cross as regular intervals and are knotted or secured at the crossings." A secondary definition describes it as "an interconnected or interrelated chain, group, or system." Thus, a network requires overlaps and crossings that hold the system in place.

The work needed to support and sustain the NRJE requires many such overlaps and crossings. In the past few years, many dedicated colleagues have invested hundreds of hours and their creative energies in weaving thicker cords to strengthen our organization. We have "secured crossings" through our ownership of the Journal of Jewish Education and receiving the generous support of the Mandel Foundation to ensure its ongoing publication. We have "secured crossings" by obtaining 501(c)(3) tax-exempt status and in our efforts in streamlining and systematize our organizational programs and processes. And we have "secured crossings" by expanding our membership rosters from graduate students, to practitioners, to scholars with a range of disciplinary foci.

The 'net' formed through these organizational accomplishments all enhance our potential to do the 'work' of the NRJE which is to enrich and deepen the field of research in Jewish education. The NRJE creates a forum that allows us to generate ideas together, to support one another as critical colleagues, to create collaborative research partnerships, and to celebrate our accomplishments. Our "cords" of contact stretch across institutions and disciplines. They transcend oceans and geographic boundaries. We knot together young scholars with veterans, practitioners with researchers, and colleagues with a wide range of interests and expertise. Truly, the NRJE is a fascinating system of interconnections and secured points of interaction.

My own connection with the NRJE is now a decade-long. Most of my closest colleagues come from within our ranks. Many of my ideas for research projects have developed or have been enhanced through formal and informal conversations at our conferences. I know I derive great professional satisfaction and intellectual enrichment through the networks I have made through my years of connection with the NRJE. I hope that all of us find ways to strengthen our own networks within the NRJE in the year ahead.



Wendy Rosov, Rebecca Halpin, Lisa Grant, Alex Sinclair and Jo Kay at the 2006 conference.

CONFERENCE 2006

Alex Sinclair • alsinclair@jtsa.edu

There are few places in the Jewish world where a social scientist and a leader in communal change talk together about how the American Jewish community does Israel engagement. There are few places in the Jewish world where you can move from a session that examines portraits of teachers who use arts in their work to a discussion of the philosophical challenges of the Beis Yaakov school system. There are few places in the Jewish world where you could join a discussion with a doctoral student about where to take her research and then immediately jump to the next table, where a veteran researcher is discussing her next major project. There are few places in the Jewish world where you can listen to visionaries of Jewish education one minute, and then hear a discussion about the real world life of young 20 something Jews in which those visions try to make themselves heard.

One of those few places is the Network for Research in Jewish Education, and all of those issues, as well as dozens of others, occupied our minds and spirits during our 20th annual conference. This year saw a record number of presentations, and several well-received innovations, such as the "Consultations over Coffee" session and the new single paper-response format. Many people said that the highlight of the conference was a presentation on vision in Jewish education which addressed the issue from the perspectives of theory, reflective practice and documentation. Another highlight was the wonderful social-cultural evening at the Museum of Jewish Heritage, where we visited the museum's collection and then watched the sun set on the Hudson River over wine and a light supper.

The purpose of the conference is to provide a forum for discussion about some of the major issues in the field of the study of Jewish education. The diversity of presentations attests not just to the increasing depth in our field but also, I think, to one of the core attractions of the field to many of us: there are few other academic conferences in which philosophers and demographers, psychologists and ethnographers, historians and statisticians, work together on projects of mutual interest. For me, that's the beauty of our Network and its conference. We hope you'll join us next year.

IMPRESSIONS OF THE NRJE CONFERENCE

Moshe Krakowski, Northwestern University • m-krakowski@northwestern.edu

This year's conference was the first exposure that I have had to the Network for Research in Jewish Education. As a "first-timer" I was impressed with the friendly and welcoming atmosphere of the conference. People were warm and engaging, and it was clear that there was an atmosphere of togetherness.

As a graduate student in a general education department I was mostly unaware of much of the work that was being done in Jewish education research. The conference therefore was a wonderful opportunity for me to both meet people who think deeply about many of the same issues that I do, and to learn about relevant areas of research that I was previously unaware of. Presenting my own work provided me with valuable feedback from a variety of perspectives; many of the questions and comments opened up new avenues of reflection, and presented me with new possibilities for the direction of my work.

Meeting with other graduate students at the one-day colloquium was a particularly rewarding experience. We explored many practical issues of importance to graduate students, such as dissertation committees, IRB's, and writing strategies. The colloquium also provided us with a forum to talk about our work and receive suggestions from others without the pressure of officially presenting our work to other academics.

I look forward to attending next year's meeting, and hope that it will be as fruitful as this meeting has been.

NRJE DOCTORAL STUDENT COLLOQUIUM, JUNE 6-7, NEW YORK

By Renee Rubin Ross, New York University • rjr300@nyu.edu

This past June, we held a colloquium for doctoral students in Jewish education. A number of themes emerged from this meeting. Perhaps most central: each of us is going through a process that we have never experienced before, and as much as we are working diligently through the process, there is a need for collegial support. Issues such as selecting and working with advisors, submitting our proposal to the institutional review board, breaking our work into manageable parts, and time management are concerns for all of us, and sitting down to talk about these issues was productive and nourishing.

There was a spirit of cooperation and synergy: when it came time to share the possibilities for our research and get ideas about the research each of us had the feeling that the group listened carefully and tried to open up new possibilities and ways of thinking. It was also a chance to intellectually engage with different topics in Jewish education.

The planning committee included Lisa Samick from NYU, Sara Shapiro-Plevan from JTS, Laya Solomon from YU, and myself. We met in March and created objectives for the colloquium: We wanted to:

- Bring doctoral student in Jewish education together to build a sense of collegiality through shared experience.
- Decrease isolation of doctoral students

in Jewish education, who are distributed among many different institutions.

- Meet in small groups to give attendees the opportunity to present emerging research and get feedback
- Form smaller "interest-based" groups that could meet subsequently.
- Advance research through gathering ideas, suggestions, and networking.

We were thrilled to have 18 participants join us, from JTS, NYU, Northwestern, University of Pennsylvania, and YU.

We gathered Tuesday evening, June 6 at the Bronfman Center for Jewish life at NYU to meet each other. After dinner, we had a panel on "the process of getting a doctorate in Jewish education." Students from JTS and YU, who had defended their dissertations in the past few months, spoke about the research and writing process. On Wednesday, we started with breakfast together, and then moved to the workshop. Hilary Greenberg, who had done her data collection on a professional development program for supplementary school teachers and is now writing her dissertation, spoke to us about her study, her findings, and the areas where she has questions or needs help. Then we took a break and opened up the floor for shorter presentations. Over the next two hours, five of us, in different stages of the process, shared our work. Some were analyzing their data,

others were writing their dissertation proposal, and others were focusing in on an area of study.

During our last session, we spoke about where we would like the group to go. Suggestions included: meeting again within a few months, a yahoo e-group to share ideas, including more students from additional institutions, and creating a registry of doctoral students in Jewish education.

Suggestions were made for two future meetings:

- A regional meeting in New York in November on a Sunday afternoon and evening. We will be hosted by a different institution, most likely JTS. We would again do a research workshop, along with a discussion of interest to us.
- A "graduate student track" at the next NRJE conference. This would include at least two meetings over the course of the conference: one more social, the other a chance to share our work and get feedback from other doctoral students.

We want to thank the Covenant Foundation, Yeshiva University and New York University and the Network for Research in Jewish Education and the Bronfman Center for supporting this endeavor.

YOUNG SCHOLARS' AWARD RECIPIENT 2006

Tali Hyman • Teh220@nyu

As this year's recipient of the Young Scholar's Award, I wish to thank the Network for its support of and investment in my work. I am grateful for this opportunity to share a brief overview of my dissertation project which truly could not have proceeded without this grant, since I did not possess a computer with a CD ROM or DVD drives, among other things. Given my ever-growing body of data and my need to cross-reference it, my 3 1/2" floppy disks were hardly sufficient. So I cannot thank you enough for helping me to become "Y2K compliant."

The cumbersome but official title of my dissertation is: An ethnographic investigation of the role of dissonance in Jewish identity building at a community Jewish high school. The more manageable but unofficial title might be something like: Jewish code-switching. Whichever you prefer, I am exploring the complex relationship between Jewish education and Jewish identity building. Drawing upon the various conceptual and methodological tools afforded me by cultural studies theory and ethnography, I focus on dissonance as an

important and even necessary element of anxiety in the meaning-making processes of defining, building, and maintaining one's identity. Within the setting of a multi-denominational Jewish high school – a veritable crucible of identity tensions – I am examining various cultural strategies that individuals and communities develop to cope with and respond to dissonance. I am interested in the nature of those conflicts that produce dissonance, and explore ways in which such struggle might become both productive and counter-productive for the ongoing activity that is identity formation. If we knew more about the cultural strategies that people employ in response to identity dissonance, and how they are developed, then Jewish educators could respond in far more informed and creative ways to the exceedingly complex and often counter-cultural tasks with which they are charged each and every day – teaching outside, against, and (at times) alongside the realm of contemporary normative and mainstream societal practices, knowledge and values.

Invitation to the 21st Annual Conference 2007

NETWORK FOR RESEARCH IN JEWISH EDUCATION CONFERENCE

June 3 – 5, 2007 • University of Judaism, Los Angeles

The NRJE is proud to announce that its 2007 conference will take place June 3 -5 at the University of Judaism (UJ) in Los Angeles. The call for papers for this conference is available online at www.nrje.org. If you have never submitted a proposal before, we urge you to consider doing so this year.

The call for papers includes a choice of three presentation formats: Spotlight Sessions, Panel Sessions, and Consultation over Coffee Sessions. Details about these formats are available online at www.nrje.org. Consultations over Coffee were introduced with great success at the 2006 conference. They provide informal settings for researchers interested in getting feedback about works in progress, ideas in their initial stage of formation, or research that is not quite ready for final exposure.

The Program Chair this year is Ofra Backenroth of Gratz College, and the Conference Chair is Rami Wernik of the University of Judaism. Questions concerning the call for papers, the proposal submission process, and the program itself, can be emailed to Ofra Backenroth at programchair@nrje.org; questions concerning logistics, accommodations, food, transportation, or anything relating to the site of the conference, can be emailed to Rami Wernik at conferencechair@nrje.org.

Centrally located on a quiet hilltop overlooking the Santa Monica Mountains and the San Fernando Valley, the UJ offers a convenient venue that is minutes away from attractions such as the Getty Museum and the Skirball Cultural Center. We look forward to seeing you in Los Angeles in June and to a vibrant conference of research, discussion, and collaboration.

MEMBERSHIP OUTREACH

NRJE MEMBERSHIP COMMITTEE

Jon Levisohn (levisohn@brandeis.edu) and Leah Strigler (lstrigler@aol.com), co-chairs

The membership of NRJE appreciates the Network's importance as a community for all those engaged in research in Jewish education, as well as those whose work builds on or contributes to that research. We know that the Network is an unusually collegial academic environment, with a minimum of hierarchy and a deep commitment to our shared goals. We also know that the Network's ongoing vitality depends on its ability to continue to attract new members.

Some new members will come from those who are new to the field. In other cases, researchers will bring their research training and experience in general education into the field of Jewish educational research, as a number of us have already done. In addition, we all have colleagues in related fields with whom we engage in other contexts and whose presence at our conference would be mutually beneficial. We hope, with the help of all of our members, to identify and invite colleagues such as the ones described to become involved with the Network.

For this coming year we plan to focus on two target populations: graduate students and the population of Jewish educators who are active in the greater Los Angeles area, the site of our June 2007 conference. We would love to hear from you with your recommendations of potential Network members and other ideas for other ways the Network can reach out and expand its reach. Additionally, if you learned about or have shared information about the Network in an unusual way we would be glad if you shared your story with us.

MERKAZ I.T. L'MORIM

Merkaz i.t. L'Morim is an online professional development program partnering York University and UJA Federation Board of Jewish Education of Greater Toronto. This program has been in existence since 2001, and has offered day school teachers a variety of courses and types of accreditation. Examples of some of the courses offered include "Methods of Teaching Bible," "Methods of Teaching the Oral Law," "Best Practices Early Childhood Education in a Jewish Context," "Reflective Practice," and "Themes in Modern Hebrew Literature." The program has received approval for accreditation by the National Board of License and Toronto Midrasha L'Morim (each course worth one full credit). To register for courses, please visit our website at www.arts.yorku.ca/mlm. For more information, contact Avital Feuer, Assistant Manager at avital_feuer@edu.yorku.ca or Joel Kurtz, Project Manager at jkurtz@edu.yorku.ca.

EXECUTIVE LEADERSHIP INSTITUTE

Joe Reimer • reimer@brandeis.edu

The Institute for Informal Jewish Education (IJE) at Brandeis University will be partnering with the Foundation for Jewish Camping to initiate this fall ELI- the Executive Leadership Institute for Jewish Camp Directors. This 18 month institute will focus on a variety of leadership skills that directors of non-profit Jewish residential camps will need to meet the ever-growing challenges of running an educational camp in an increasingly competitive summer market. Professor Joseph Reimer will serve as a lead faculty member and curriculum designer of ELI. Christine Pizer will serve as the evaluator of the program.

JOURNAL OF JEWISH EDUCATION CALL FOR PAPERS

1. Call for Papers for a Special Themed Issue:

TEACHING AND TEACHER DEVELOPMENT

Intent to submit requested by January 1, 2007; Manuscript due by July 1, 2007

For many centuries, studying, teaching and learning have been perceived and cultivated as important values of Jewish life and culture. From the biblical dictum “teach your children diligently” to rabbinic narratives about the nature of the relationship between teacher and student, from the emphasis on hevruta learning (a special kind of partner in learning) to ideas about what subjects can appropriately be taught at given ages, Jewish tradition has expressed its interest in a wide array of themes that are connected to teaching and learning. Recent interest in topics related to teaching, learning and learning to teach invite us to attend to these areas in the contexts of Jewish education.

The Journal invites articles that explore current issues and challenges in Jewish Education related to teaching, learning

and learning to teach, including research about the preparation and professional development of teachers, their classrooms, their students and the families and communities with whom they work. Research is to be understood broadly and submissions can fall into one of three broad categories: empirical work, including a variety of qualitative and quantitative approaches to research; thick descriptions and analysis of programs and practices; and conceptual analyses, which may include philosophical or historical studies. Successful articles will describe the context of their inquiry, detail the research methods used, highlight key findings, and discuss implications for the field of Jewish education and other cognate fields.

Manuscripts for all issues should be submitted according to the Instructions for Authors available online at the Journal of Jewish Education website:

<http://www.tandf.co.uk/journals/authors/ujjeauth.asp>

Specific questions regarding submissions should be directed to: JournalofJEd@aol.com.

2. General Call for Papers

The Journal of Jewish Education, the journal of the Network for Research in Jewish Education, welcomes submissions that make an original contribution to the knowledge base in Jewish education by reporting on research, reflecting on practice in the context of theory, or synthesizing several research studies to illuminate a single issue. Studies may focus on any context in which Jewish education takes place, in any stream of Judaism, and in any country in which Jews live.

Manuscripts should be submitted according to the Instructions for Authors available online at the Journal of Jewish Education website:

<http://www.tandf.co.uk/journals/titles/15244113.asp>

Specific questions regarding submissions should be directed to JournalofJEd@aol.com.

3. Look for the 2006 Research Update

in the *Journal of Jewish Education*, Vol. 72 No. 3 (due out in December 2006)

NEWS FROM OUR MEMBERS

OFRA BACKENROTH has been appointed Assistant Dean of the William Davidson Graduate School of Jewish Education at JTS

SUSAN J. BERGER has published “Hope, Survival and Determination: An Informal Curriculum of Resistance in the Warsaw Ghetto” in *American Education History Journal* 33-1 (p.147-154) 2006

JOANNE DOADES has published *Parenting Jewish Teens: A Guide for the Perplexed*, Jewish Lights, Fall 2006

PAUL FEINBERG gave a paper at the International Association for the Advancement of Curriculum Studies entitled “Educating Towards Transcendence: Exploring Select Religious Motifs in Curriculum Studies”.

Paul also co-chaired the second National Curriculum Studies conference at Beit Berl College, Israel, in July 2006.

CAROL INGALL has published *Down the Up Staircase: Tales of teaching in Jewish Day School*, JTS Press 2006.

SUSAN SHEVITZ was awarded The Bernard Reisman Award for Professional Excellence at Brandeis University.

Two research papers based on the research of **SUSAN SHEVITZ** and **RAHEL WASSERFALL**, on Pluralism in a Jewish Day High School are now posted on the web site of the Mandel Center for Jewish Education at Brandeis. Readers comments and questions are invited. The authors would be pleased to hear from colleagues undertaking similar work.

AARON L. STARR has published *A Taste of Hebrew: A Do-It-Yourself Hebrew Primer for Adults*, URJ Press 2006.

ELAYNE SYMONS has been appointed as Education Director of the Geshar School in Buffalo. This is the Hebrew school for Temples Beth El and Sinai.

NEWS FROM CAJE

New CAJE Publications

Truth Springs Up from the Earth: The Evolution of Judaism
CAJE Chavruta Study Guide for 2006

This *chavruta* publication offers a discussion of how Judaism changes and grows through discussion, dialogue, and the sharing of new ideas about old questions. It is intended to help all of us study, discuss, and formulate ideas pertaining to the topics relating to the evolution of Judaism. We seldom have the opportunity to discuss such a controversial topic. It is one that hits at the very soul of our being and one in which this book discusses and examines the evolutionary trends of Judaism, which gave us and the world monotheism, the concept of rule-by-law, the idea that the divine works its purposes on human history through human events, and the notion that one God has a special relationship to the community of people. This *chavruta* study guide will help us reflect on how our faith handles the changing faces of "Theology" and "Ritual" and give us some insight to the "Changing Faces of Judaism."

COST: \$7.50, plus \$2.50 s&s (domestic)

SPECIAL OFFER: \$12.50, plus \$5.00 s&s (domestic) for a package combining this publication and the 2005 *chavruta* guide, *Eat, Drink, and Be Merry* (An exploration of issues relating to eating and fasting, drinking and abstaining, happiness and sadness).

BOTH AVAILABLE ONLINE AT WWW.CAJE.ORG

Text and Tradition:

The Importance of Jewish Education and Jewish Educators

This advocacy source book provides some of the Judaic source material that illustrates why the status of all Jewish educators is vital to the life of the Jewish people. It also helps demonstrate why education is a central value for Jews. The book can be used with education committees, congregational and community boards of education, parents, and lay people to help them draw their own conclusions about how to give honor to teachers. It could be especially effective in bulletin articles, study sessions, divrei Torah before meetings, in parent education programs, faculty meetings, and especially with those teens and assistant teachers who will be our future. Traditional and modern textual sources, along with thought-provoking questions, are offered.

COST: \$10.00, plus \$2.50 s&s (domestic)

AVAILABLE ONLINE AT WWW.CAJE.ORG

Jewish Education News: The Value of Mentoring

This issue of Jewish Education News explores various mentoring roles played by educators, and also effective models for mentoring other educators. It considers the concept of mentoring as it relates to additional areas of Jewish communal service, lay leadership, and other settings.

COST: \$5, plus \$2.50 s&s (domestic)

AVAILABLE ONLINE AT WWW.CAJE.ORG

Creating Quality Jewish Environments for Early Childhood

The fourth book in an annual series, the publication offers shares ideas, insights and guidance from practitioners and thinkers in the field that are of interest to those working in early childhood Jewish education settings, as well as parents and lay leaders.

COST: \$5.00, plus \$2.00 s&s (domestic)

AVAILABLE ONLINE AT WWW.CAJE.ORG

CAJE Conferences in 2007

CAJE 32: ENGAGING 21ST CENTURY JEWISH LEARNERS

NEW IDEAS FOR THE WAY WE LIVE AND LEARN NOW

August 5 – 9, 2007

Pre-Conference and Shabbat: August 2 – 5

Washington University, St. Louis

What does education mean in this age of the BlackBerry and podcasts and myspace.com? Do the terms "learning" and "teaching" have different meaning in the 21st century? Who are the learners and who are teachers? How do we engage them to ensure a Jewish future? Join us at Washington University in St. Louis, Missouri as we explore how to engage the 21st Century Jewish Learner.

THE CAJE EARLY CHILDHOOD CONFERENCE

The CAJE Early Childhood Conference will take place in the exciting context of CAJE 32.

Further details will be available shortly.

Further details are available at www.caje.org

JEWISH THEOLOGICAL SEMINARY

announces a tenure track position in the Department of Jewish Education. Specialization is open but scholars with expertise in educational leadership and philosophy of education are particularly encouraged to apply. The Department of Jewish Education forms the core of the Seminary's William Davidson Graduate School of Jewish Education. The Davidson School, the largest school of Jewish education in North America, prepares educators for teaching careers in day schools and universities as well as for leadership positions in synagogue schools, community centers, camps, and other informal settings. The successful candidate will teach a range of courses to graduate (MA and EdD) and rabbinical students. A record of research and publication or evidence for potential is a must. Rank is open. Candidates already tenured at another institution may be considered for a tenured appointment to JTS. Please send a cover letter and C.V. by November 21, 2006 to the Chair of the search committee, Prof. Barry W. Holtz, Department of Jewish Education, Jewish Theological Seminary, 3080 Broadway, New York, NY 10027.

PROJECT KAVOD

COMMUNITY REPORT ON EARLY CHILDHOOD JEWISH EDUCATORS: CULTURE OF EMPLOYMENT 2004-2005

Miami-Dade and Broward Counties, Florida

Dr. Roberta Louis Goodman, Lead Investigator • Dr. Pat Bidol-Padva • Eli Schaap

Project Kavod is a partnership among the Coalition for the Advancement of Jewish Education located in New York City, Center for the Advancement of Jewish Education in Miami (CAJE-Miami), and the Greater Miami Jewish Federation with funding from the Covenant Foundation. It aims to improve the quality of Jewish education by addressing the recruitment and retention of Jewish education personnel and the culture of employment in which they work.

This report presents findings from a study of EC educators conducted in Miami-Dade and Broward Counties, Florida, during the 2004/2005 school year.

Attention has recently focused on the importance of early childhood Jewish education. While recent research has shown that early childhood Jewish education is a gateway into family involvement in Jewish life and strengthens Jewish identity, questions have been raised about the culture of employment of the personnel who are so critical to the implementation and quality of these programs. Yet, the few existing studies did not provide adequate information regarding the condition of the culture of employment of early childhood Jewish educators. To provide a complete picture of the situation, data were gathered on the following areas: background, general and Jewish education, recruitment and retention, career, work conditions, and salary, benefits, and income.

Key Findings:

1. Salary is a significant part of the early childhood Jewish educator's income. It is a significant source of income for 90% of the educators. For 28%, it is the main source of income and, for 62%, it is an important source of income.
2. If you want to keep a new generation of early childhood Jewish educators, then you have to have decent

salaries and benefits. Sixty percent of the early childhood Jewish educators have considered leaving the field. Of those who have considered leaving, or have left the field of Jewish education for a period of time, the main reasons they indicated are the need for more money (75%) and the need to receive benefits (43%).

3. A majority of the current early childhood Jewish educators do not have adequate general and Judaic credentials and this impacts on the quality of Jewish education. Twenty-three percent of the educators are not Jewish. Of those who are Jewish, only two-thirds had any Jewish education as either a child or adult. Twenty-nine percent of the directors had no Jewish education either as a child or adult.

4. One-third (33%) of the early childhood Jewish educators are choosing to enter the field as a first-career choice. Some are even preparing to do so by obtaining Jewish and early childhood or educational credentials. Jewish individuals not only want to become early childhood Jewish educators, they also prepare to do so. A cadre of first-career educators exists who enter the field with both Jewish and educational credentials. Despite their commitment to come prepared for the field, a lower percentage of these first-career educators have earned a bachelor's degree compared to the second-career educators.

This report presents a picture of early childhood Jewish educators that identifies the strengths, weaknesses, and needs of these professionals in regards to their culture of employment. More significantly, it identifies areas that would improve the culture of employment furthering the recruitment and retention of qualified educators. In turn, these educators would strengthen early childhood Jewish education as a gateway to Jewish life for young children and their families.

The full report is available online at <http://www.caje.org/interact/files/2006FebReportofProjectKavodECPersonnel.pdf>.