

KOL HAMERCAZ



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A Newsletter of the Melton Centre for Jewish Education
The Hebrew University of Jerusalem



The Purposes and Practices of Israel Education

December 20-22, 2009

This international conference, the first of its kind anywhere in the world, is convened by the Melton Centre in conjunction with Makom—the Israel Engagement network of the Jewish Agency. The conference will hold sessions on:

- *Modern Jewish Thinkers and their Implications for Israel Education Today*
- *Israel Education in an Age of Complexity*
- *Values Education for Students with Special Needs: The Case of Israel*
- *What Israel Means to You: A Textual Journey (Spotlight Session)*
- *The Impact of Israel on the Jewish Studies Curriculum*
- *Israel-Diaspora Encounters and Israel Education*
- *Creating the Experience: The Use of Creative Drama and Games in Israel Education (Spotlight Session)*
- *Israel Education in the Reform Temple*
- *Curricular Approaches to Israel Education*
- *Israel Education vs. Israel Advocacy*
- *The Israel Experience: On-Site Israel Education*
- *Hebrew and Israel Education*
- *Professional Development and the Israel Educator*
- *Israel Education in High Schools*
- *'Miġgash'*
- *Sociology or Ideology – What is Missing in Israel Education?*
- *Initiatives in Israel Education*

With the participation of the leading figures in the field – academics and practitioners – the conference promises to make a real contribution to elaborating the purposes and practices of Israel education.

For Information and Registration:
<http://virtualmelton.huji.ac.il>



From the Director

Prof. Gabriel Horenczyk

As I begin the second year of my tenure as director of the Melton Centre, I am delighted to note the burgeoning impetus of academic and applied educational work evident at the Melton Centre. With much energy, enthusiasm and creativity, our faculty continues to initiate new high-level research and applied projects, to expand and adapt existing initiatives, and to position itself increasingly at the center of Jewish educational activity – both academic and applied – in Israel and abroad.

Our academic programs in the School of Education and the Rothberg International School continue to develop and our student body currently includes 95 MA students and 21 PhD candidates. In addition, our faculty is teaching and tutoring participants in our professional development programs in Israel as well as developing courses in distance learning within the framework of our Technology-Based Jewish Education Unit.

Over the past years we have attained high levels of expertise in a range of distinct but closely interrelated areas. This expertise has been gained, developed, and applied in the various arenas of our activity – teaching, tutoring, supervision and research as well as in our projects in the field around the world. Our relevance and impact in the field derives from the successful integration of our educational efforts worldwide and the academic work conducted within the walls of the Hebrew University, the 'University of the Jewish People'. Our applied educational activities are informed by theory and research, and the experience and data obtained in the educational field feed back and inform theory, conceptualization, and research. It is this spiral "research → theory → practice → research" dynamic that is increasingly guiding all of our work at the Melton Centre and that is enabling us to make a most significant contribution to Jewish education worldwide – both as an academic field and as an arena of practice.

The broad array and span of our educational activities has been made possible by the multidisciplinary character of our faculty body, enabling the Melton Centre to develop a number of areas of expertise in the field of Jewish Education, including:

- Israel and the Jewish world in Jewish Education ("Israel Education")
- Curriculum Consultation
- Distance Learning in Jewish Education
- Evaluation Research, Jewish Identity, and Jewish Education
- Personnel Development in Jewish Education
- Pluralism and Jewish Education

In all of these areas our aim is to integrate teaching, research and practice, both at the Hebrew University and throughout the Jewish world (North and South America, Europe, the FSU, South Africa and Australia). We are also continuously strengthening our partnership with Ma'arag, a prestigious Avi Chai-funded project, which grants a 'seal of excellence' to Israeli schools that excel in Jewish, Zionist and Civic education.

The Melton Centre is privileged to have the support of a dedicated International Advisory Board, of a number of institutional partners in Israel and around the world, and of an outstanding faculty body with great academic capacity and deep commitment to our students, to our various programs, and to the field of Jewish Education. With these tremendous resources at hand, I look forward to a productive year.

The New Academic Year at the Melton Centre: 5770 – 2009-2010

Dr. Michael Gillis

With the end of the holiday season, the University opened the new academic year in mid-October. In general the Hebrew University, like all Universities in Israel, continues to face many challenges arising not only from the financial crisis of this last year but also from cuts in government support for all Israeli Universities over many years. The Melton Centre is by no mean immune to these difficulties, but despite them the new school year is set to be a promising one.

The program in Pluralistic Jewish Education, a program of Hebrew Union College within which participants take an MA at the Melton Centre with a specialization in Pluralistic Jewish Education, has opened its second cohort with a group of fourteen carefully chosen students. These students come with a proven track-record of practice and leadership in the field and are given the opportunity to reflect upon their work through the prism of theory and research. The cooperation between the Melton Centre and HUC continues to be close and fruitful and has strengthened

Melton's academic program by attracting academically strong and talented students.

The offerings of courses to these and other students at the Centre continue to be varied, reflecting the multi-disciplinary nature of the field and the diversity of Melton's teaching faculty. New courses being offered this year include "Teaching Jewish Subjects through a Philosophical and Literary Approach" taught by Professor Jonathan Cohen, "Professional Development as an Agent for Change in Jewish Education" taught by Dr. Alex Pomson, and "Teaching the Past: Between Myth and History" taught by Dr. Alick Isaacs.

The continuing interest of students in issues of gender and Jewish education finds a response in the courses offered by Dr. Ronit Irshai on "Judaism and Jewish Education in the Light of Feminist Critique" and Dr. Orit Yaffe on "Jewish Childhood". A variety of courses address issues in curriculum innovation, teacher education and the educational translation of scholarly materials. This is a sampling of the elective courses being offered

this year alongside the required courses in Research Methods and the core courses in the Philosophy of Jewish Education, Social Sciences and Jewish Education, Contemporary Jewry, and Curriculum.

The Centre continues to offer an MA program in Jewish Education, taught in English, through the Rothberg International School. This program is in an interesting process of development and includes concentrations in conjunction with other programs within the School in the areas of Jewish Studies, Jewish Leadership and Israel Studies. This development is accompanied by an intensified effort to bring this excellent program to the attention of young people throughout the world interested in enhancing their potential to make a serious contribution to the field of Jewish Education.

The Melton Centre continues to attract talented doctoral students, many of whom are also engaged in work on the diverse projects of the Centre, such as curriculum consultation and Israel education.

Intensive Summer for Melton's Program for Senior Educators from the FSU

The program we had here in Melton was like an orchestra. Every course was carefully chosen to highlight different aspects of Judaism, and all courses together created a concert in full harmony.

A teacher of History & Tradition from Latvia at the end of the first phase of her program in July 2009

The Melton Centre's Program for Senior Educators from the Former Soviet Union (SEP-FSU) aims at contributing to the development of the system of Jewish education that has been reestablished in the FSU, while continuing to expand and adapt to shifting realities in the FSU. In response to the changing conditions of Jews and developments in the Jewish educational sectors in the FSU, and in light of the Melton Centre's emerging expertise in the pedagogy and technology of distance learning, the Program is now organizing each group according to common professional denominators, and shortening the period of study in Israel while broadening and systematizing its distance learning component.

In the past 6 months, the program has run seminars in Israel for:

- Educators from the "Sambation" Project for developing Jewish cultural leadership in

the FSU. The seminar, whose central focus was empowering local Jewish identity by basing it on the roots of Jewish heritage in Eastern Europe, included 9 participants currently working as coordinators in this project.

- Teachers of Hebrew in "Ulpanim" whose central project in the program was methods of integrating teaching Jewish tradition and holidays into Hebrew lessons. The program included ten participants, all of them key Hebrew teachers. The seminar was organized in cooperation with the Jewish Agency.
- Teachers of History and Tradition in Jewish day schools. The program for 9 participants focused on systematizing the teachers' knowledge in History and Tradition, and included enrichment in methods of Jewish education taught in special seminars, meetings with Israeli colleagues, and visits to educational institutions. The seminar was organized in cooperation with the Israeli Ministry of Education, the Jewish School Networks in the FSU and the Jewish Agency.

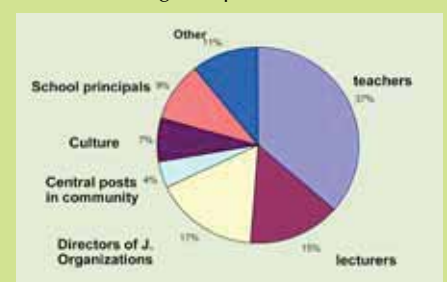
The last two seminars for teachers are the first phase of a longitudinal program that includes ten months of distance learning and individual tutoring, and a final one-month seminar in

Israel at the end of the program.

In addition to these seminars, the SEP-FSU ran a very successful pilot course in distance learning for Program graduates, focusing on Midrash Bereshit Raba.

Prof. Shaul Stampfer, former Academic Director of the Program, continues to oversee it as Chair of its Academic Committee, while Arie Haskin has been appointed as the Program's new Academic Director. Miriam Kaidanov continues to serve as Program Coordinator, and Jewish Agency officials in the FSU continue to assist with the organization of participating groups.

The Program has over 240 graduates working in the following occupations:



The Melton Centre's Program for Senior Educators from the FSU is generously supported by the David and Inez Myers Foundation and by the Claims Conference.

The Program for the Development of Expertise in Israel Education



Marcelo Dorfman with Program participants in Buenos Aires

The Melton Centre has launched a new Program for the Development of Expertise in Israel Education for Jewish educational personnel around the world. A select group of educators from Latin America has already begun the program, while the launch of the program for North American and European educators is expected in the coming months. This program is an example of a new model of professional development and training that combines synchronic and a-synchronic on-line learning with standard 'face-to-face' forums. In the model that has been developed for this program, educators will participate in an opening seminar held locally, two on-line courses, and an intensive seminar in Israel, with each educator receiving individual on-line tutoring for the development of a personal educational project over the course of the year.

On September 13 & 14, 2009, the opening seminar for the Latin American group was held in Buenos Aires, organized and conducted by Marcelo Dorfman of the Melton Centre. Seven educators participated in the seminar, the majority of whom are coordinators and principals of Jewish schools in Buenos Aires, Rosario and Córdoba in Argentina; and Sao Paulo and Porto Alegre in Brazil. The seminar included two lessons conducted via video-conference, which were the opening classes of the courses they will be taking during the year with Dr. Alex Pomson and Dr. Alick Isaacs. In addition, in the context of the course that they will take with Haim Aronovitz, the group watched a recorded lesson delivered by Haim in preparation for an educational tour in Buenos Aires with a tour guide who elaborated on the history of the Jewish community in Argentina and on the significance of each

site in Buenos Aires in particular. The tour was followed by a discussion with Haim via video-conference. Towards the end of the seminar, the group received guidance and training in the technological tools needed to participate in their on-line classes over the course of the year, and had a discussion with Dr. Hagit Hacoen Wolf, director of the program, via web-conference. The seminar was opened and conducted at Bamah – the Jewish Educator's Center, which provided the necessary technological and administrative infrastructure, and was closed in the offices of the Friends of the Hebrew University in Buenos Aires.

The opening seminar in Buenos Aires afforded this group of participating educators the opportunity to get to know one another and to begin their consolidation into a learning community in preparation for their work together in the program over the course of the year. It also gave the group the opportunity to meet the lecturers they will be working with during the year, and to become familiar with the technological infrastructure that enables Melton Centre lectures, in Israel, to deliver a seminar and interact with participants in Buenos Aires.

The development of the program is being generously supported by the Mandel Foundation and the David and Inez Myers Foundation

Melton Centre's International Advisory Board

The Melton Centre's International Advisory Board met in April for 2 days of intensive discussions. Hosted in Washington DC by Board Chair, Jonathan Brodie, and Board member Nancy Hamburger, the meeting included discussions with Jonathan Cannon, principal of the Charles E. Smith Jewish Day School and with Michael Kay and Aileen Goldstein, also from Charles E. Smith; James Hyman (CEO), Johanna Potts and Meredith Woocher of the Partnership for Jewish Life and Learning; Lisa Eisen and Michael Colson from the Schusterman Foundation; Jill Moskowitz, Executive Director of the Mid-Atlantic Region of the American Friends of the Hebrew University, and with Clare Goldwater and Rabbi Ilyse Kramer – both graduates of Melton's Senior Educators Program. Discussions focused on current trends within North American Jewish communities, and on Melton's educational initiatives in Israel and around the world. Melton faculty and project coordinators in Israel joined participants in Washington via web-conference to discuss strategies for implementing Melton's development agenda in light of the financial situation worldwide and within Israeli universities in particular.

The Lead Jewish Educators Program

In the 2009-10 academic year, the Melton Centre has launched a new fellowship program for a select group of lead Jewish educators. The program aims to contribute to the professionalism of Jewish educational personnel and to develop a cadre of committed young educators imbued with a strong sense of purpose and shared Jewish peoplehood who will provide the next generation of educational leadership.

In addition to their participation in the regular MA courses offered at the Melton Centre and their own choice of courses from the Hebrew University at large, participants have a regular educational forum in which they explore their personal educational visions and ways

of implementing them, as well as personal tutoring throughout the year.

The expected outcomes of the program are:

- Talented and committed educators, working in informal and formal settings, with deepened pedagogical and content knowledge in Jewish education.
- Educators equipped with up-to-date conceptual and practical approaches to curriculum and program development that address the needs of tomorrow.
- Ongoing world-wide networking, helping future generations to benefit from the richness of the entire Jewish world.

The Melton Centre's Senior Educators Program

The SEP completely changed my life. It affected my whole being and my course in life. ... The main thing I took away, practically, was the ability to diagnose educational issues, to analyze a situation, to figure out the price for every solution. I learned to value the connection between theory and practice. These insights have informed everything I have done since, and how I run my school. As far as my relationship to Israel is concerned, this experience helped mature that relationship from an infatuation to a deep love. The experience of the heterogeneous group, the "bouncing" of ideas, was very important to me, and also still informs my work as headmaster of a pluralistic day school.

S.P. (USA), SEP Class of 1996 – retrospective after 11 years

Today, more Jews – children and adults alike – are involved in Jewish learning than at any other time in history. Alongside this exponential growth in the search for Jewish literacy and meaningful Jewish identity is a dire and escalating shortage of talented and qualified personnel for both formal and informal Jewish educational settings the world over. Between 1987 and 2009, the Melton Centre's Senior Educators Program provided over 380 educators from around the world the opportunity of one year of intensive professional development in a program that combined core classes in educational theory and practice with extensive exposure to Israeli society and culture. Participants explored new approaches in Jewish education, probed critical issues in educational thought, reflected upon their own work and professional goals, explored new directions, and developed skills and resources which they brought home to their communities. Year-long workshops focused on issues affecting the whole Jewish world, and in the last three years an eight-day seminar in Eastern Europe on the impact of the Shoa was added to the program with the support of the Claims Conference. Each educator was also assigned a personal tutor who provided weekly guidance in the preparation of an educational project to be implemented in the educator's home community.

The Class of 2009

The year spent at the Melton Centre, within the Senior Educators Program, provided me with the opportunity to dive into texts, discussions and explorations of a variety of subject matters, from pedagogical approaches to Tanakh to Jewish philosophy and thought. Not only was this year a time for reflection, for reassessment and re-evaluation of what Jewish education has the potential to be, but it also allowed me to confront important questions with the input, experience and knowhow of Jewish educators from around the world.

B.S.M. (USA), SEP Class of 2009

The twelve participants in last year's program hailed from seven different countries and cultures. Their core program comprised tailor-made courses on The Encounter between Text, Society and Teaching; Study and Research in Jewish Education; Ideological Streams in Jewish Education in Israel; From Shoa to Jewish Globalization; and Issues in Jewish Identity. In addition, they participated in a weekly forum for examining their own experience of living in Israel as educators in a broader historical and ideational context. The program also included special activities and seminars, such as field excursions to various parts of the country, encounters with varied educational settings and institutions, a series of encounters with Israeli society through film, as well as an evening devoted to contemporary Israeli song, all of which served to strengthen participants' involvement with, and sensitivity to, Israeli cultural expression.

On the personal level, each participant encountered Israel through a unique perspective. The parents of young children learned about Israel through their children's eyes and the eyes of parents of Israeli schoolchildren; the single educators encountering Israeli students in the dormitories lived the challenges and experiences of that society; and those who chose to live in the city center or particular suburbs learned about the city's social-cultural geography. All interpreted Israel through the extra-curricular encounters that made up their daily life in Jerusalem. This mix made for rich

educational dialogue, in which life experiences combined with professional training to help interpret Jewish realities, as well as to consider future challenges.

My experience as a Senior Educator over this past year has been a huge personal gift. It has allowed me to reconnect to Israel and it has given me, through learning and collegiality, an opportunity to really think about the role of education in my rabbinate. My project work as a Senior Educator has focused on a vision that I have of establishing a home and school for Jewish youth at risk, and my time at the Melton Centre has afforded me support in articulating this vision and exploring what is needed to make it a reality.

H.B. (Canada), SEP Class of 2009

Eleven of the graduates of the SEP Class of 2009 have now returned to their work environments, while the twelfth has delayed her return to the FSU in order to complete her MA degree at the Hebrew University. Three will be in congregations in North America; two will be returning to direct supplementary schools on the East Coast; two will be returning to their classrooms; both of the informal education experts return to their respective frameworks, one in charge of the educational program at Szarvas Camp in Hungary, and the other in Brazil. One teacher has returned to take on a central educational role for youth services in the Boston community, and another has developed a special Bat Mitzvah program that she will implement in the Ukraine.

The Senior Educators Program: 1987-2009

It has been an honor and a privilege to have played a part in the professional development of so distinguished a cadre of Jewish educators now serving their communities around the world. We are immensely grateful for the generous support of the Jewish Agency, which partnered us in the 22 years of the program's operation, the Mandel Foundation and the David & Inez Myers Foundation, all which enabled us to provide a program of the highest quality.



SEP Class of 2009 on tour in southern Israel



SEP Class of 2009 in Hungary

Riding the Crest of the Israel Education Wave: Research and Development at the Melton Centre

Dr. Alex Pomson

Over the last 18 months, a Melton Centre team has been engaged in some important research projects that look at Israel education in North American Jewish day schools. These projects, building on many years of Melton Centre activity, have provided data with potential to shape not only Melton's future program design but also that of our partners in schools.

The projects – funded by the Jim Joseph and Schusterman Family Foundations through the recently launched iCenter, and by the Avi Chai Foundation – provide the first ever multidimensional examination of what is one of the most congested subfields of Jewish education. In recent times, fueled by the widely discussed disconnect between American Jewish youth and Israel, no other area of day school education has seen so much activity; there have been new curriculum packages, professional development opportunities for teachers, and an abundance of short- and long-term experiences in Israel for both students and teachers. Our research has explored the conception and coherence of this work.

Our inquiry had made use of three primary research instruments: a quantitative survey of more than 300 liberal and modern-Orthodox day schools in North America; qualitative research at 15 schools from across the continent so as to capture the conditions and content of good practice; and an analysis of more than seventy publicly available curriculum and of some thirty school-designed curriculum for teaching about Israel. Together, this constitutes a most comprehensive examination of Israel education in North American day schools.

In an article of this length it is possible only to highlight some of the findings and outcomes of this research. We found, for example:

1. A sharp difference between the ways in which modern-Orthodox and religiously liberal day schools go about Israel education, in the kinds of curriculum they use, the personnel they employ, the programs they run, and their approach to professional development. Thus, non-Orthodox schools are 50% more likely to run some kind of trip to Israel for their students; they're more than twice as likely to use commercially produced curriculum to teach about Israel – that is, rather than rely on school developed efforts; they're half as likely to employ Israelis on short-term contracts as either teachers or informal educators; and they're almost twice as likely to run professional development about Israel education for their faculty.

2. A heavy reliance – particularly among religiously liberal schools – on a trip to Israel as a most powerful vehicle for Israel

education. In fact, problematically we suggest, these two or four weeks in Israel (or one semester for some high schools) seem to overshadow Israel education programming in the other four, seven or twelve years of day school education.

3. A heavy emphasis on informal/experiential education, even in how Israel is taught inside the classroom. We suggest that this indicates a shift from a paradigm of "instruction" to one of "enculturation" in how schools go about doing Israel education. This is a claim about which Howard Deitcher and I have written and presented in a variety of venues.

Our various inquiries have produced a picture of a field that can be characterized as: *lacking clear educational purposes; undermined by poorly coordinated and fragmented practices; distorted by an over-reliance on informal educational experiences that are often sub-contracted to external providers; and bombarded by a confusion of initiatives that purport to solve the disconnect between American Jewish youth and the State of Israel.*

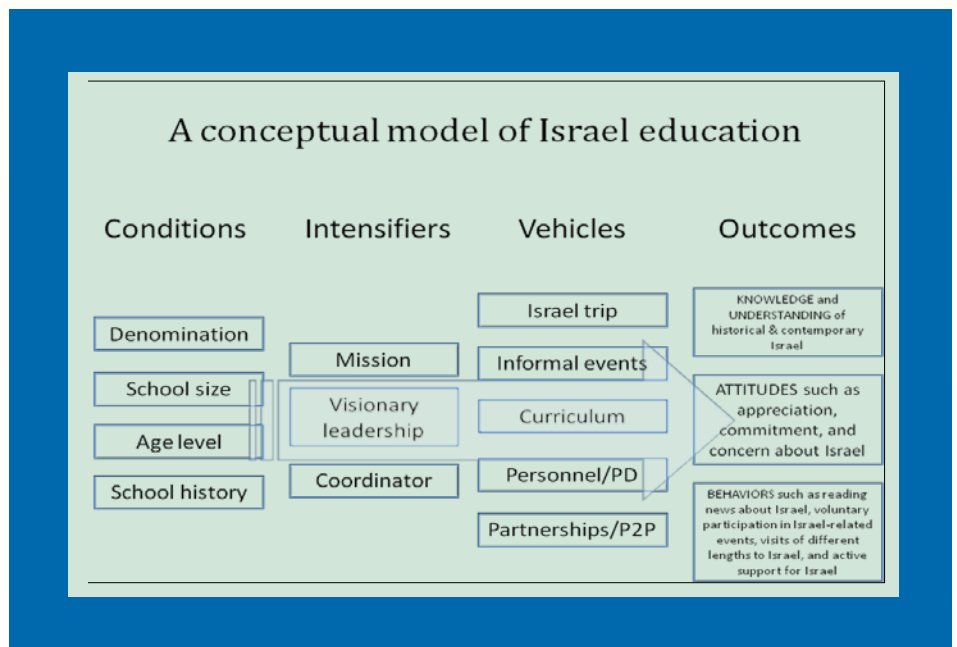
Our research also reveals pockets of quality within communities and schools that provide evidence of how day schools can utilize some of their special potential to mobilize a powerful array of educational vehicles for Israel education. We see these vehicles as part of larger set of factors that shape the outcomes of Israel education.

As part of our work we have developed a conceptual map of Israel education that separates out the basic organizational conditions of Israel education, the institutional factors that intensify its impact, its primary programmatic vehicles, and its various outcomes. The relationships between these elements are depicted below:

This model, we believe, points to strategies and approaches that, if developed appropriately, can make a difference to the field as a whole. It is a model that can guide both the work of schools and of the Melton Centre in addressing specific features of the field in a coordinated and coherent fashion.

The coming year will see the Melton Centre begin to develop programs that take up these concepts and that employ the fruits of our research: We have launched a professional development program for key practitioners of Israel education from North America, Latin America and Europe (personnel that our research identifies as intensifiers of Israel education). This program mixes distance-based and Israel-based learning and is structured around this conceptual map. We are launching an on-line catalogue that makes available our analysis of publicly available curriculum for teaching about Israel. We will also be working with a cluster of the schools in which we conducted qualitative research to examine how what can be learned about their students' understandings of Israel can have impact on a more coherent approach to school practices.

These initiatives, and others – most prominent of which will be a conference on the Purposes and Practices of Israel Education in December 2009 – locate the Melton Centre at the crest of today's wave of interest in Israel education.



The Melton Centre's Evaluation Research, Jewish Identity and Jewish Education Unit

Dr. Hagit Hacohen Wolf

Over the past decades, there have been important developments in the thinking, perceptions, beliefs and feelings of Jews all over the world about their Jewish identity. These developments and changes stem both from general universal processes and from different historical events and demographic-social-cultural processes that have taken place amongst the Jewish people in recent generations. All of these have affected, both explicitly and implicitly, the perceptions and attitudes of people towards their identity.

Organizations, communities and individuals in the Jewish world have undertaken extensive and accelerating activities in the past few decades to address the issue of Jewish identity through the creation and operation of a variety of initiatives in multiple arenas. These initiatives are a reflection of the efforts that are being made to confront the identity crisis that has afflicted the entire western world and that has influenced the discourse on Jewish identity in Israel and in Jewish communities worldwide. The fundamental question each one of these initiatives must address is whether, in the wake of the considerable investment of effort and resources, significant changes (or even 'breakthroughs') can be identified in those areas they hoped to influence. Has there been any significant development or change in the ways Jews perceive their Jewish identity and in its place in their lives?

Questions about potential or actual influence are relevant during every stage of the development of programs in the field. Programs that are in the planning and development stage face questions like "What

is the feasibility of the program?" or "Can we expect a significant or transformative change in social-cultural arenas as a result of the intensive work of organizations? Are there already signs of such a change and how are they expressed?" The answers to these questions constitute the basis of our choice of one program over another, of one course of action over another. Likewise, existing programs that have been in operation for years face similar questions like "Have we achieved our aims? Are there changes that can be identified in our target population and can these be attributed to our activities? In what ways did participation in the group influence participants (intellectually, emotionally, behaviorally)? On the level of the individual? Of the group? And in what respects (personal enrichment, networking, motivation to action)?" Attending to these meaningful and important questions is critical to the initiative's success in achieving the desired changes and constitutes a primary challenge.

The parameters used to measure Jewish identity in the past continue to serve as a basis for understanding processes and identifying and reflecting changes and trends in Jewish identity. At the same time, the developments and changes that have taken place in perceptions, beliefs and emotions about identity, call for a renewal and broadening of the types of parameters and variables that are used in research on Jewish identity and identification, in Israel and worldwide.

The aims of the Melton Centre's Evaluation Research are thus:

To contribute to and strengthen the connection between academic research

and educational practice in the field so as to enrich current knowledge of the field; to develop new and updated theory-informed conceptualizations, measures and tools for research and evaluation of programs in the field of Jewish identity and Jewish education (formal and informal) and to address the need for formative and summative evaluation of these programs; to bring questions from the field to the arena of academic research; to expand and deepen the theoretical and practical tools used by the Centre in its different activities, in academia and in the field, and to develop additional channels of assistance to Melton Centre faculty in evaluation; to host consultations and workshops on evaluation in the field of Jewish education for a range of professionals; and to provide advice and guidance to practitioners in the field who perform their own evaluations and to program directors in the areas of organizational development, planning and writing plans of action.

The evaluation research projects conducted by the Unit aim to supply policy makers and different levels of management with the information necessary for choosing between different policy and implementation options and/or for improving programs and projects aimed at effecting change in different target populations (educators, students) in the areas of formal and informal Jewish education.

Amongst the projects currently being undertaken by the Unit are:

- Evaluation of programs in formal education (the state educational system) in Israel, funded by the Avi Chai-Israel Foundation – Development of Conceptual framework and effectiveness evaluation.
- Evaluation (Rationale and Effectiveness) of the "Purpose and Identity" Project ('Ichud v'Ye-ud'), a strategic partnership of Beit Morasha and the Israel Defense Forces (for the Russell Berry Foundation);
- Evaluation of the effectiveness of 20 programs operating within the framework of "The Office of Israel-New York Relations", a partnership between the UJA Federation of New York and the Jewish Agency for Israel).
- Developing an internal evaluation kit for schools in the Tali Educational Network (for the Tali foundation).

Academic consultation:

- Taglit Birthright Israel – Evaluation of the educational activities.
- UJA Federation of New York - Commission on Jewish Identity & Renewal
- Kfar Adumim school (religious-secular) – Evaluation of the experimental 'Jewish Identity' program.

Special Events



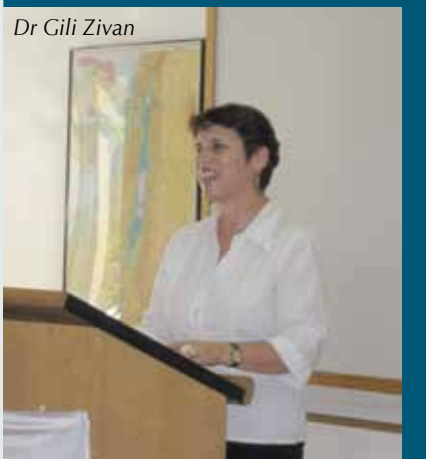
A Seminar in honor of Prof. Dalia Ofer, on the occasion of her retirement from the Hebrew University (and from 25 years as a member of the Melton Centre's faculty) was held on Thursday October 29, 2009. The seminar, co-hosted by the Melton Centre, the Institute for Contemporary Jewry and Yad Vashem, included sessions on "The Holocaust and Research on It"; "Aliyah and the Activities of 'Aliyat HaNoar' in Historical Perspective"; and "Holocaust: Education and Memory".



Rabbi Prof. David Ellenson, President of Hebrew Union College-Jewish Institute of Religion, was a guest lecturer at Melton's Departmental Seminar, talking on *Tolerance and Pluralism in Sephardic Law*. Prior to the seminar, Melton's senior faculty, joined by Prof. Israel Bartal, Dean of the Hebrew University's Faculty of Humanities, met for discussions with Prof. Ellenson and senior HUC Board and faculty members.

Pluralistic Jewish Education: Trends and Challenges

Dr Gili Zivan



The connection between Jewish Education and Pluralism constitutes one of the central challenges facing Jewish education the world over and was the focus of an international conference convened by the Melton Centre in collaboration with Hebrew Union College–Jerusalem, at the end of July 2009. The conference provided the forum for an in-depth examination, from a range of educational, psychological, sociological, cultural, religious and inter-religious perspectives, aimed at clarifying concepts for the theoretical and practical implementation of pluralistic Jewish education.

The conference aimed at grappling with some key issues confronting those interested in advancing a pluralistic approach to Jewish

education: What does pluralism mean and what are its limitations? How do the political realities of life in Israel affect the debate on pluralism? Are the sources of pluralism to be found within Jewish culture or outside it? How do communities and schools embrace pluralistic attitudes and programs? What is the role of the individual teacher?

A keynote address by Dr. Gili Zivan provided a philosophical and conceptual framework that served as the background for the subsequent deliberations of the conference. Scholars from Israel and around the world presented papers, including Dr. Hagit Hacohen Wolf, Dr. Michael Gillis and Dr. Alex Pomson of the Melton Centre; Dr. Avinoam Rosenak of the Hebrew University; Prof. Susan Shevitz from Brandeis University; Dr. Martin Ubani from the University of Helsinki; Dr. Zehavit Gross from Bar Ilan University; Dr. Jen Glaser of the Mandel Leadership Institute; Dr. Rena Hevlin, Rabbi Leon Weiner Dow, Dr. Ezra Kopelowitz, Meir Yoffe, Dr. Eitan Shikli - Director of the Tali Foundation, and others. In addition, papers were presented by HUC's Prof. Michael Meyer from Cincinnati, Prof. Lisa Grant from New York, and Rabbi Prof. Yehoyada Amir, Dr. Michael Marmor, Dr. Michal Muszkat-Barkan, Ms. Ronit Polsky and Dr. Ruchama Weiss from HUC-Jerusalem.

One highlight of the conference was a panel open to the public in which principals of schools with diverse educational orientations shared real dilemmas of pluralism they have encountered, while former MK Rabbi Michael Melchior served as respondent. The conference proved particularly successful in providing a dialogue between theory and practice. No less significant was the sharing of understandings and experience from Israel and Diaspora with research presented on schools in North America and Finland alongside that on schools in Israel.

The conference was co-chaired by Dr. Michael Gillis of the Melton Centre and Dr. Michal Muszkat-Barkan – director of HUC-Jerusalem's Department of Education and Professional Development (and Melton Centre graduate), and coordinated by Ms. Ronit Polsky, HUC staff member and Melton Centre doctoral candidate.

Dr. Michael Gillis



Daniel Kahneman at the Melton Centre: The Second Seymour Fox Memorial Lecture

The **Seymour Fox Memorial Lecture** was established by the Melton Centre for Jewish Education in 2007. This distinguished biennial event is aimed at honoring the memory of Prof. Seymour (Shlomo) Fox, the visionary educational pioneer and institution builder, who founded the Melton Centre in 1968 while serving as Head of the Hebrew University's School of Education, and was its ardent supporter until his untimely death in 2006.

The first Seymour Fox Memorial Lecture was delivered in December 2007 by Prof. Martha Nussbaum, the eminent Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. The second Seymour Fox Memorial Lecture was presented on Monday December 7, 2009, by Professor Daniel Kahneman, Senior Scholar at the Woodrow Wilson School of Public and International Affairs of Princeton University, who received the Nobel Prize in Economics in 2002 "for having integrated insights from psychological research into economic science, especially concerning human judgment and

decision-making under uncertainty". Prof. Kahneman's lecture on *Intuition: Marvels and Flaws* was delivered to an audience of over 300 participants.

According to Daniel Kahneman, despite the human penchant for believing that decisions are made on the basis of a logical process of analysis and deduction – of consciously weighing the pros and cons of alternative well-considered options – most decisions are in fact made on the basis of intuition, a subconscious process grounded in an associative system that is not entirely rational.

The following morning, Prof. Kahneman met with Melton Centre faculty and advanced research students to discuss the implications of his thesis for education, and for Jewish education in particular. What does it mean for curriculum development and teacher training if learned and prescribed parameters take back-stage in the determination of teachers' actual practice in the classroom and in the development of children's sense of self? What are the implications for 'values education'

and for programs designed to reinforce Jewish identity? And how should educational programs and environments be constructed when in most cases, for adults and children alike, it is 'the emotional tail that is wagging the rational dog'? These questions will continue to resonate in the Melton Centre for some time.

The Melton Centre for Jewish Education – today the largest academic institution in the world devoted to the study and advancement of the field of Jewish Education worldwide – is proud to have hosted Professor Daniel Kahneman to speak in honor and memory of its founder, Professor Seymour Fox.

Prof. Gabriel Horenczyk & Prof. Daniel Kahneman



Brachot to:



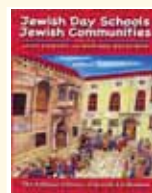
- **Professor Jonathan Cohen**, on the publication of *Modes of Educational Translation*, co-edited with Dr. Elie Holzer, Volume 13 in the Melton Centre's series *Studies in Jewish Education*, co-published by The Hebrew University Magnes Press and the Mandel Foundation.



- **Dr. Zvi Bekerman**, on the publication of *Cultural Education ~ Cultural Sustainability*, co-edited with Dr. Ezra Kopelowitz, by Routledge.



- **Prof. Marc Hirshman**, on the publication of *The Stabilization of Rabbinic Culture 100 CE – 350 CE: Texts on Education and their Late Antique Contexts*, by Oxford University Press.



- **Dr. Alex Pomson & Dr. Howard Deitcher**, on the publication of *Jewish Day Schools, Jewish Communities: A reconsideration*, by The Littman Library of Jewish Civilization, Oxford UK.



- **Dr. Eilon Schwartz**, on the publication of *At Home in the World: Human Nature, Ecological Thought, and Education after Darwin*, by SUNY Press.

- **Prof. Jonathan Cohen**, on being elected Chair of the Department of Education of the Hebrew University. Jonny – who has been associated with the Melton Centre almost continuously for 40 years as student, curriculum coordinator and lecturer – continues to serve as Director of Education of the Hebrew University's "Revivim" program.
- **Dr. Hagit Hacohen-Wolf** on receiving an 'Outstanding Teacher' citation from the Hebrew University, based on student evaluations for the 2008-09 academic year.
- **Aliza Segal**, Melton Centre doctoral candidate, on receiving the "Emerging Scholars Award" for 2009 from the Network for Research in Jewish Education.

The Establishment of the Unit for Curricular Consultation

Dr. Michael Gillis

Melton Centre has been involved in curriculum development projects for the past 30 years. During the 1980s the principal project was the "Teaching Jewish Values" curriculum. This project broke new ground by linking the study of texts with relevant existential questions in the lives of students. Other projects including a curriculum for teaching Israel and Contemporary Jewry were carried out. These projects were driven by the sophisticated curricular thinking of the late Professor Seymour Fox in the spirit of the work of Joseph Schwab. An important consequence of this work can be seen in the Melton Centre today, with a number of new senior faculty having begun their careers at the university as curriculum developers in these projects. However, while these curricula were innovative and important, they faced the difficulties arising from devising materials in a center remote from the school settings in which they were to be implemented.

In recent years the Melton Centre has returned to the curriculum field but using approaches to curriculum development more attuned to the particularities of each setting – the social and educational context, the needs of each team of teachers and the students of individual schools. Generally these have been distinct projects, each with its own dynamic under the academic leadership of different faculty members. Projects have been undertaken in Australia, South Africa, the United States and in Latin America.

Recently the Melton Centre has decided to increase the effectiveness of this work by systematically pooling expertise, experience and resources in this area by establishing the Melton Centre Unit for Curricular Consultation. The term "consultation" effectively sums up the core of the current Melton approach. The process involves close consultation with the local educators in each setting, and empowering the teachers as developers and active and critical consumers of materials.

The discussions leading up to the creation of the new unit brought to the fore the shared conceptions and approaches prevailing across the diverse projects currently underway. Bringing the projects under one umbrella while preserving the individuality of each, emerged as the obvious next step. Under the leadership of Dr. Michael Gillis and Dr. Howard Deitcher, the Unit will articulate what the Melton Centre has to offer in the curriculum field for those schools in Israel and in the Diaspora interested in the challenge of working with a University-based institution.

With the rich opportunities for academic research and evaluation accompanying the practical work of development and implementation, the new Unit is set to be a fine example of the synergy of service to the field combined with research and academic excellence which is a central mission of the Melton Centre.

The Melton Centre for Jewish Education

The Hebrew University of Jerusalem
Mount Scopus Campus, Jerusalem 91905

Tel: +972-2-588-2033/34 Fax: +972-2-532-2211
Email: melton-centre@savion.huji.ac.il

kol hamercz

Editor: Vivienne Burstein Design: Dalit Elnekave

■ The Melton Centre for Jewish Education

Director: Prof. Gabriel Horenczyk

Executive Director: Ms. Irit Harat

Chair, Academic Committee: Prof. Marc Hirshman

Chair, Committee on Research & Instruction: Dr. Michael Gillis

Chair: International Advisory Board: Mr. Jonathan Brodie