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אנט הוכשטיין  
ANNETTE HOCHSTEIN

December 10, 1986

Mr. Mendel Kaplan  
Chairman, Sub-Committee on Personnel  
The Jewish Education Committee  
The Jewish Agency

Dear Mr. Kaplan,

It is my pleasure to submit to you a progress report on the Personnel Project.

SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT -- DECEMBER 1986

A. Introduction

The goal of the Personnel Project of the Jewish Education Committee is to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular reference to the contribution Israel can make in meeting this problem.

In previous meetings -- in February and June of 1986 -- Mr. Mendel Kaplan, the Chairman of the Personnel Sub-Committee, and the Committee, approved a project that would respond to the problem in the following manner:

1. Provide a global picture concerning senior personnel, estimating the number of existing positions in the various formal, informal, administrative and academic areas of endeavour.
2. Prepare an inventory of existing training programs.
3. Refine this data by more detailed analysis in selected local communities, with an attempt to respond to local needs and to encourage the use of existing training programs.
4. Offer suggestions concerning the development of existing and new training programs.

In the process of this study, the issues of recruitment, training and retaining of qualified personnel as well as the issue of community commitment to the development of senior personnel will be studied and specific suggestions will be made.

The outcome of this process will be suggestions for alternative plans for the development of senior personnel.

B. Progress to date

We are pleased to report progress as follows :

We now know how many senior personnel positions there are in the world; we know how many people are being trained and where; we are ready to consider the communities where more detailed studies will be undertaken. We have also learned what some of the key problems are in the area of training, recruitment and retention of personnel. We believe these areas warrant more detailed studies.

In the course of our research -- through data collection and analysis, interviews with a large number of experts, educators, participants in the Educators' Consultation and people in the field (appendix 1) -- we have reached conclusions that suggest a reformulation of some aspects of the project.

PRELIMINARY FINDINGS

a. The Global Picture: Senior Positions

1. There are approximately 4,000 people holding senior Jewish educational positions in the world (appendix 2).
2. There is agreement that a significant proportion of these -- probably 1/3 to 1/2 of the total number -- do not meet minimum criteria of qualification in Jewish studies, educational theory and practice and/or leadership and administrative ability.



3. To the large number of positions occupied by underqualified people one must add the positions that need to be created in order for Jewish education in its various settings to reach adequate levels. These new positions include teacher-trainers, curriculum developers, media specialists, additional and new administrative and supervisory positions, faculty members for training programs, researchers and more (appendix 3 -- "Norms for Senior Educators" -- will be distributed at the meeting).

b. The Global View: Training

1. The training of senior personnel takes place in Israel, in the United States and, with minor exceptions, nowhere else (see appendix 4).

2. No more than 100 people graduate annually from training programs for senior positions. This number does not suffice to answer the present demand, let alone to replace unqualified personnel, or to staff new positions.

3. Opportunities for in-service and on-the-job training of senior personnel are few and, with single exceptions, inadequate to the needs of the field.

## Preliminary Conclusions

### c. Needs

1. There is a significant gap between the number of qualified senior personnel needed in the field and the number of people being trained every year.

2. By way of illustration one could estimate that in order to reach the desired level of senior personnel within the next ten years, in order to replace people retiring, as well as to staff the few hundred additional positions needed, and not considering the many dropouts,

350 to 400 senior educators must be trained annually.

This figure is 4 times the present number of people being trained.

If one wanted to improve the field within 5 years of the start of a development effort, over 700 people would have to be trained annually.

3. In addition, experts agree that everyone in the field needs in-service training, and that very few people do in fact get adequate in-service training.

d. Training

1. In order to fill the gap between the existing senior personnel situation and the desired situation, a major effort must be invested in the development of training opportunities.

2. The design of training opportunities must make provision for existing and needed types of positions; we need more school principals and more Jewish educators for community centers; people need to be trained to fill new positions - such as positions for in-service trainers, researchers, media specialists and faculty members.

3. The variety of needs requires multiple solutions. Strategies for development should be outlined, and plans should be prepared to include proposals for :

- \*\* the expansion of existing full-time training programs
- \*\* the development of new training programs
- \*\* the design of systematic comprehensive approaches to in-service training

4. These development plans should relate to short and long term possibilities. The plans should include recommendations for full time training as well as part time training; they should relate to the place of Israel in the training scheme; they should deal with educators in both formal and informal settings.



e. Developing Training Programs

1. Because need is so clearly demonstrated by figures as well as by the consensus amongst educators, community leaders, administrators and educational institutions, we suggest not to wait until a comprehensive plan is completed in order to begin development efforts. The consensus in the field is that early expansion is both feasible and necessary.

2. It appears that the main stumbling blocks for a first level of expansion are:

- a. Financial resources to recruit and employ additional faculty,  
and
- b. Scholarship assistance to students.

3. We recommend that the Committee study this matter and consider what might be done in Israel and throughout the world to bring about the expansion and intensification of existing programs. The Committee might try and serve as a catalyst for such expansion and as a broker between programs, community interests and resources.

4. At this stage the Committee might consider how existing programs that are recognized as providing essential training -- both in Israel and in the Diaspora -- could be encouraged, and suggest ways to help these programs expand through the use of experts and evaluation.



5. The Committee may also decide to consider ways of encouraging other institutions (who have faculty and administrative resources) -- particularly universities and yeshivot in Israel -- to develop new programs.

f. People

1. Training programs are not the only key to the problem of senior personnel for Jewish education. Careers in Jewish education are not viewed as offering a desirable future by young people or by their environment -- except for a small number of highly motivated individuals. Recruitment and retention are central problems of senior personnel.

2. Recruitment: those responsible for admissions to training programs and placement bureau officials report difficulties in recruiting talented individuals both for programs and for jobs. Informal evidence tells us that young people do not believe that the field will offer them adequate possibilities for personal development and advancement.

3. We suggest that the Committee investigate what might motivate young people to enter the field, and what can be done to enlarge the pool of applicants.

4. A first analysis of the data gathered indicates that there may be a significant potential pool of applicants for training amongst the large number of young people studying in the many hundreds of programs of Judaic studies at universities throughout the world.

5. Retention of qualified people in the field is a major problem. "Burnout", problems of advancement, job possibilities, morale, salaries, and status appear central to both recruitment and retention. We recommend that the Committee study the human factors (morale, status, self-image), as they are likely to be central to the success of any development effort in the area of senior personnel.

g. Community Commitment and Job Development

1. There is increased awareness of the urgency of the problems facing Jewish education in the world. However this awareness is not always translated into local community commitment. As a result there have been cases where qualified individuals have not found it easy to get employment commensurate with their training. The Committee has suggested to undertake community studies that would combine data gathering (to refine the world view and adapt it to local needs), with increasing the awareness of needs,

studying community commitment to Jewish education, and encouraging communities to make use of existing training opportunities. The Committee may wish to decide to undertake a number of such studies in the coming months.

2. A community that would be part of the project would be encouraged to send a number of its educational personnel to training programs, and would undertake to employ them upon return in senior positions.

#### Next Steps

The next steps for this project (December 1986 to June 1987) include: study and recommendations for the early development of training opportunities; undertaking selected local community studies and further investigation into the problems relating to the recruitment and retention of senior personnel.

Submitted by Annette Hochstein

APPENDIX 1

LIST OF INTERVIEWS, RESOURCE PEOPLE AND PARTICIPANTS IN FORUMS





SENIOR PERSONNEL IN JEWISH EDUCATION

INTERVIEWEES, RESPONDANTS TO QUESTIONNAIRES,

PARTICIPANTS IN FORUMS

Mr. Stanley Abramovitch	Joint Distribution Committee, Israel
Prof. Walter Ackerman	Ben Gurion University of the Negev
Dr. David S. Ariel	President, Cleveland College of Jewish Studies
Mr. Yehuda Atsabe	Former Educational Shaliach to Argentina
Mr. Alan D. Bennett	Executive Vice-President, Bureau of Jewish Education, Cleveland
Mr. Shmuel Ben Hallal	Director, Sephardic Education Center
Ms. Jane R. Berkey	United Jewish Federation, Pittsburgh
Dr. Jay Braverman	Educational Director, United Talmud Torahs of Montreal
Mr. Miles P. Bunder	CAJE, Miami
Mr. Daniel Cahan	WZO, Dept. of Torah Ed. & Culture
Dr. Barry Chazan	JWB
Rabbi Mathew Clark	Director, Board of Jewish Education, Greater Washington
Dr. Erik Cohen	Sociologist, former Jerusalem Fellow
Mr. Michael Cohen	Executive Director, Asia Pacific Jewish Association
Prof. James Coleman	University of Chicago
Dr. Ruth David	Board of Jewish Education, Metropolitan Chicago
Dr. Sergio Della Pergola	Institute of Contemporary Jewry, the Hebrew University, Jerusalem
Prof. Allie Dubb	Director, Project for Jewish Educational Statistics
Dr. Bernard Ducoff	Executive Director, Jewish Education Association of Metrowest
Mr. Edward Elalouf	Fonds Social Juif Unifie
Mr. Prosper Elkouby	Fonds Social Juif Unifie
Ms. Sylvia Ettenberg	Jewish Theological Seminary of America
Dr. Shimon Farha	Kibbutz Giv'at Havivah
Prof. Seymour Fox	Senior Consultant, Jewish Education Committee
Mr. Daniel Feinstein	Jerusalem Fellow -- Argentina
Rabbi Paul Freedman	United Synagogue of America
Ms. Hilda Friedman	Hebrew Union College, Jerusalem
Dr. Shimon Frost	Melton Center, the Hebrew University
Mr. Howard Gelberd	Executive Director, Bureau of Jewish Education, San Francisco
Mr. Michael Gillis	Institute of Jewish Education, London
Ms. Nicole Goldmann	Executive Director, European Council of Jewish Community Services
Rabbi Alfredo Goldschmidt	Centro Israelita de Bogota, Colombia

Mr. Gene Greenzweig	Executive Director, Central Agency for Jewish Education, Miami
Mr. Edgar Guedj	Fonds Social Juif Unifie
Rabbi Michael Heilbron	Reform Synagogues of Great Britain
Rabbi Robert Hirt	Dean, Rabbi I. Elchanan Theological Seminary, Yeshiva University, New York
Mr. Alan Hoffman	Director, The Melton Center, the Hebrew University
Ms. Hinda Hoffman	Melton Center, the Hebrew University
Dr. Gaby Horenchik	The Hebrew University, Jerusalem
Prof. Michael Inbar	The Hebrew University, Jerusalem
Mr. Zvi Inbar	Director, Joint Program for Jewish Education and Pincus Fund, the Jewish Agency
Ms. Carol Ingall	Executive Director, Board of Jewish Education, Rhode Island
Mr. Solly Kaplinski	Principal, Herzlia School, Cape Town
Mr. Paul Kavon	United Synagogue of America
Ms. Cheryl Kemper	Educator, Venezuela
Ms. Rachel Kleinberg	Jerusalem Fellow -- Mexico
Rabbi Meyer Krentzman	Executive Director, Canadian Zionist Federation
Dr. William Lakritz	Gratz College, Philadelphia
Prof. Barry Levy	McGill University Jewish Teacher Training Program
Dr. Joseph Lukinsky	Jewish Theological Seminary
Mr. Zeev Mankowitz	Director, Jerusalem Fellows
Mr. Ian Mann	Herzlia School, Cape Town
Dr. Daniel Margolis	Executive Director, Bureau of Jewish Education, Boston
Mr. Moshe Nes El	WZO, Dept. of Ed. & Culture
Mr. Gustavo Perednik	Director-General, Centro Hebreo Iona, Buenos Aires
Rabbi Yehiel Poupko	Jewish Community Centers of Chicago
Mr. Jacob Rabinowitz	Dean, Undergraduate Jewish Studies, Yeshiva University
Dr. David Resnick	Israel Representative, JESNA
Mr. Julien Roitman	Fonds Social Juif Unifie
Rabbi David Rosen	Sapir Jewish Heritage Center, Jerusalem
Dr. Michael Rosenak	Melton Center, the Hebrew University
Mr. Arthur Rotman	Executive Vice-President, JWB
Mr. David Saada	Fonds Social Juif Unifie
Dr. Sam Schafner	Superintendent, Board of Jewish Education of Metropolitan Chicago
Mr. Don Scher	Director, Israel Office, JWB
Dr. Alvin Schiff	Executive Vice-President, Board of Jewish Education, of Greater New York
Dr. Oded Schremer	Bar Ilan University
Dr. Leonardo Senkman	The Hebrew University, Jerusalem
Mr. Edwin Shuker	Sephardic Educational Center, Jerusalem
Mr. Shlomo Simon	Jewish Education Council of Montreal
Dr. Eliot Spack	Executive Director, Coalition for Alternatives in Jewish Education
Rabbi Michael Strick	Gruss Institute, Yeshiva University, Jerusalem



Mr. Arthur Vernon	Executive Director, Bureau of Jewish Education, Houston
Mr. Jean-Jacques Wahl	Alliance Israelite Universelle, Paris
Mr. Gerry Witkowsky	Director, Jewish Community Centers of Chicago
Dr. Jonathan Woocher	Executive Director, JESNA
Mr. Oded Yarkoni	Former Educational Shaliach to Uruguay
Mr. Yaakov Zeev	Pincus Fund, Jewish Agency
Mr. Meish Zimerman	Director, South African Board of Jewish Education
Dr. David Zisenwine	School of Education, Tel Aviv University
Mr. Haim Zohar	Secretary-General, WZO

In July 1986 an Educators Consultation was held in Jerusalem, under the auspices of the Jewish Education Committee of the Jewish Agency. A plenary session and two workshops (in four groups each) were devoted to discussion of the Senior Personnel Project.



APPENDIX 2

THE NUMBER OF SENIOR POSITIONS FOR JEWISH EDUCATION IN THE WORLD





TABLE 1

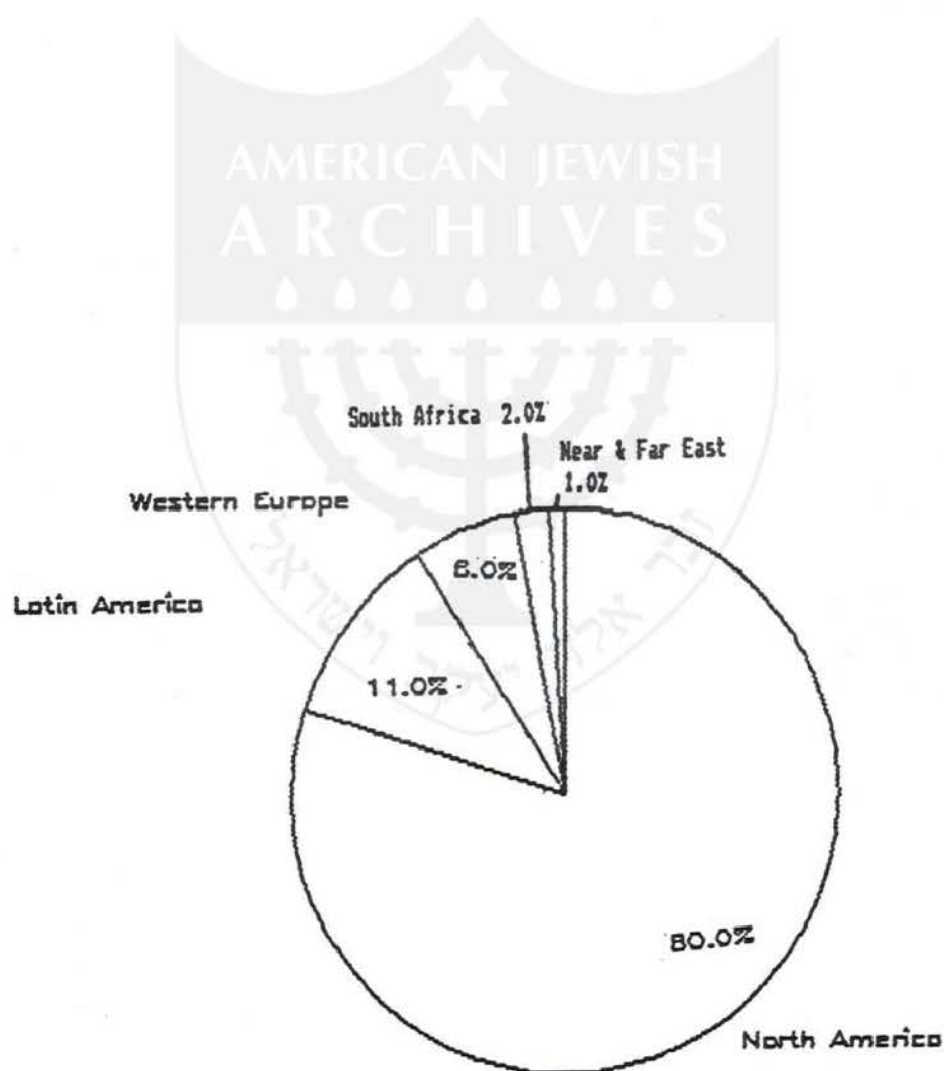
## NUMBER OF SENIOR PERSONNEL IN JEWISH EDUCATION BY CONTINENT

## AND AREA OF ACTIVITY

	Day Schools	Supplementary Schools	Community Centers Youth Movements Youth Centers	Central Communal Organization	University Teaching & Research	TOTALS
NORTH AMERICA	800	1300	614	400	100	3214
LATIN AMERICA	270	25	75	38	25	433
WESTERN EUROPE	136	34	34	31	12	247
SOUTH AFRICA	64	5	5	9	11	94
NEAR & FAR EAST	19	6	5	19	—	49
TOTALS	1289	1370	733	497	148	4037

FIG. 1

# Senior Personnel in Jewish Education -- By Continent (%)



Estimated Total Senior Personnel Positions: 4000

FIG. 2

## Senior Personnel in Jewish Education

By Area of Activity — Worldwide (%)

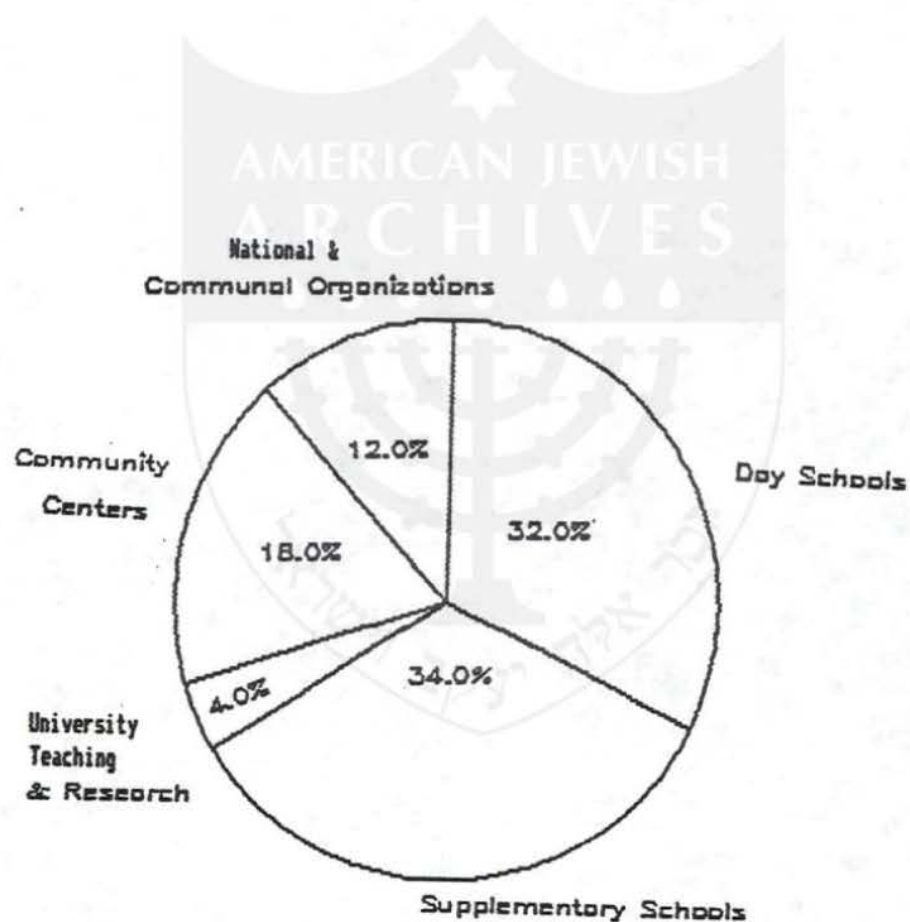
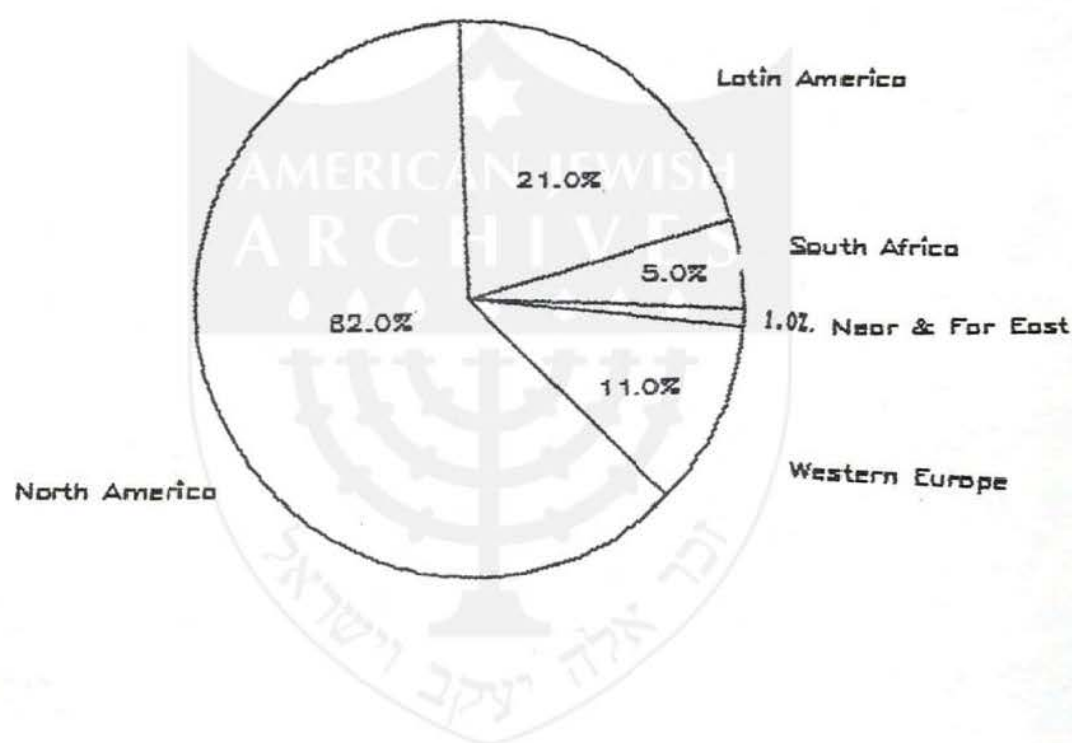


FIG. 3

# Senior Personnel in Day Schools -- By Continent (%)

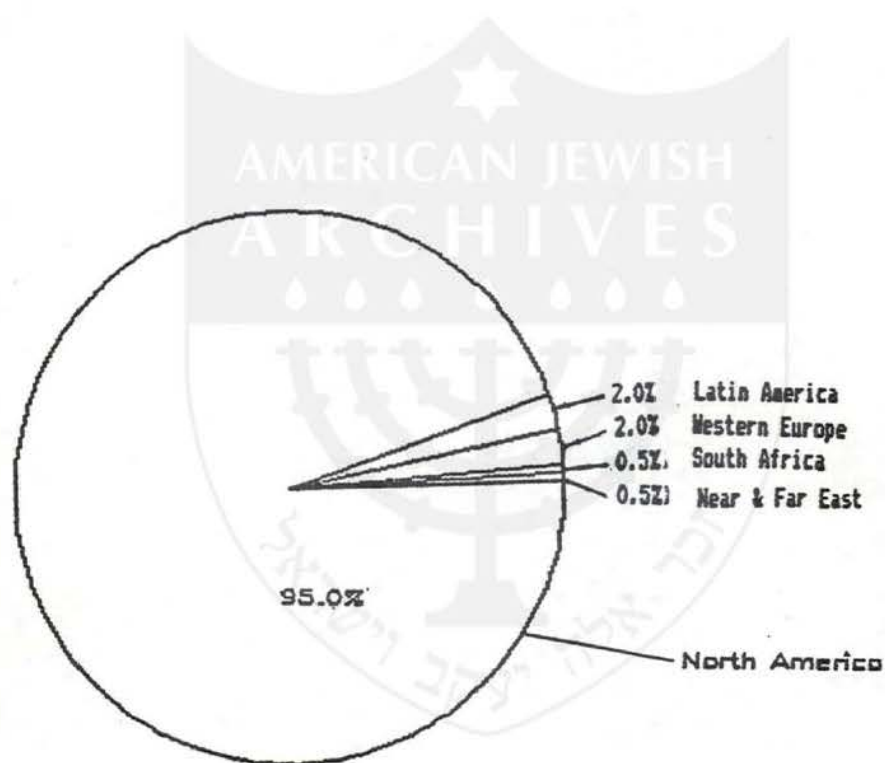


1300 Senior Personnel in Day Schools



FIG. 4

## Senior Personnel in Supplementary Schools -- By Continent (%)



1400 Senior Personnel in Supplementary Schools

DEFINITION OF SENIOR JEWISH EDUCATORS, BY SETTING AND LEVEL

SETTINGS	SCHOOLS	COMMUNAL ORGANIZATIONS IN IN JEWISH EDUCATION	MISCELLANEOUS COMMUNAL ORGANIZATIONS*	UNIVERSITY; R & D CENTERS AND TRAINING INSTITUTIONS	INFORMAL EDUCATION: COMMUNITY CENTERS, YOUTH MOVEMENTS, CAMPS
LEVEL 6	SUPERINTENDANT (SYSTEM OF SCHOOLS)	DIRECTOR OF INTERNATIONAL/ NATIONAL ORGANIZATION IN JEWISH EDUCATION		DEAN, PROFESSOR OF JEWISH EDUCATION	DIRECTOR, NATIONAL COMMUNITY CENTER ORGANIZATION DIRECTOR, NETWORK OF CENTER NATIONAL DIRECTOR, JEWISH CAMPS NETWORK NATIONAL DIRECTOR, YOUTH MOVEMENT
LEVEL 5	HEADMASTER/PRINCIPAL (LARGE SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN LARGE CITY	NATIONAL DIRECTOR -- EDUCATION DEPARTMENT	DIRECTOR, JEWISH EDUCATION INSTITUTE, TRAINING INSTITUTE	EXECUTIVE DIRECTOR, LARGE COMMUNITY CENTER DIRECTOR, LARGE CAMP
LEVEL 4	HEADMASTER/PRINCIPAL (SMALL SCHOOLS)	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN SMALL CITIES	REGIONAL DIRECTOR EDUCATIONAL DIRECTOR, LOCAL CENTER	ASSOCIATE, ASSISTANT DIRECTOR	EXECUTIVE DIRECTOR, SMALL COMMUNITY CENTER ASSISTANT EXECUTIVE DIRECTOR, LARGE CENTER BRANCH DIRECTORS PROGRAM DIRECTOR
LEVEL 3	ASSOCIATE, DEPUTY/VICE PRINCIPAL (1 SCHOOL; SUPPLEMENTAL ROLE)	DEPUTY DIRECTOR			EDUCATION DIRECTOR, LARGE COMMUNITY CENTER
LEVEL 2	ASSISTANT PRINCIPAL (PART OF SCHOOL)	ASSISTANT DIRECTOR		TEACHER TRAINING SPECIALISTS	EDUCATION DIRECTOR, SMALL COMMUNITY CENTER
LEVEL 1	DEPARTMENT HEAD; BASIC SPECIALISTS (BIBLE, HEBREW, EARLY CHILDHOOD, ETC.) SUPPORT SPECIALISTS: (SPECIAL EDUCATION; PARENT EDUCATION; ADULT EDUCATION; ARTS EDUCATION; COMPUTER INNOVATION, ETC.)	STAFF PERSON, PLANNER, CONSULTANT		CURRICULUM DEVELOPERS, RESEARCHERS	EDUCATION SPECIALIST IN COMMUNITY CENTER

\*Synagogues, Hillel Centers, Hadassah Organizations' Adult Education Programs,  
National Council of Jewish Women, CAJE, Havurot, etc.

APPENDIX 4

TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE



TRAINING OPPORTUNITIES FOR SENIOR PERSONNEL -- WORLD WIDE\*

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
<u>ISRAEL</u>							
Senior Educators (World Zionist Organization & Melton Center for Jewish Education in the Diaspora of the Hebrew University)	A 1 year program of intensive study in Israel, to upgrade the ranks of Jewish educators for the Diaspora	Certificate of participation (can be done in conjunction with a degree at Hebrew University)	1979	18	11	11	3 years experience in field; letter of employ- ment; acceptance to institution for study (usually B.A.)
Melton Center for Jewish Education in the Diaspora (Hebrew University)	Full academic program in the graduate school	M.A. Ed./Jewish Ed. or M.A. Contemporary Jewry/Jewish Ed; Ph.D.	Early 70s		5 (approx. 12 writing theses)	(5)	B.A., plus <u>academic</u> background in education -- or pre-requisites
Jerusalem Fellows (World Zionist Organization & Bank Leumi)	A 1-3 year program of intensive study in Israel, to develop leadership for Jewish education in the Diaspora	Non-degree (can be done in conjunction with a degree at Hebrew University)	1982	8	16	14	M.A.; 3 years experience in field; rigorous interview
Beit Midrash for Judaic Studies (Mesorati Movement in Israel)	A 4-year course of study, in conjunction with an academic institution, for the training of personnel in Jewish Studies in Israel	Certification of "Educator"	1983	0	0	5	B.A. (can be done simultaneously), for Israeli citizens only
<u>REST OF WORLD</u>							
Rhea Hirsch School of Education (Hebrew Union College)	A full-time, 3 year course of study. The 1st year must be done in Israel.	M.A. Jewish Ed. Ph.D. -- (new program) (4 students, no graduates)	1970	9	5	(8)	B.A., interview

\*Does not include in-service or on-the-job training opportunities.



Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
School of Education (Hebrew Union College)	Similar to above -- study in Israel not mandatory	M.A. specialization in religious ed.			(4)		
Block Program (Yeshiva University)	A course of study over 3 summers, 1 in Israel, plus supervised work & study during the 2 intervening years	(Most students write a thesis for M.A. or Ph.D. level)	1980	17 (most students are still writing a thesis)	13	N.A.	Has shown promise in the field; generally invited to apply
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A full-time course of study leading to academic degree. Is also 1 option available to rabbinical students who must choose a "minor" course of study	M.A., M.S. in Jewish Ed. & Administration	1983	10	13 There is a higher number of graduates, but not all assume roles as senior personnel.		B.A.
Azrieli Graduate Institute of Jewish Education & Administration (Yeshiva University)	A graduate program to prepare teachers for administrative & supervisory roles	Ph.D.		2	1		M.A., 2 years teaching experience, Hebrew fluency
Principals' Program (Jewish Theological Seminary of America)	Course of study to be done in 2 summers plus study during year, to prepare for administrative, supervisory & other leadership roles in Jewish Ed.	Principal's Certification (can be done in conjunction with M.A.)	Early 1980s		9	(10)	Acceptance to Graduate School; experience in field. (M.A. must be completed for completion of program
The Graduate School of the Jewish Theological Seminary of America	A full-time course of study leading to an academic degree.	M.A.; D.H.L.; Ph.D. in Jewish Ed.	1968		12 (Includes some from Principals' Program)	(11)	B.A. or equivalent in Jewish Studies or pre- requisite courses)

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
University of Judaism (affiliate of the Jewish Theological Seminary of America)	A 2-year academic program leading to an academic degree	M.A. in Jewish Education		7	10	8	B.A., no part-time students permitted
Hornstein Program (Brandeis University)	This is an educational track of the Jewish Communal Service Program. Its emphasis is on communal service. A 2 year course includ- ing a 4 week seminar in Israel during the summer.	M.A. in Jewish Communal Service with a speciali- zation in Jewish Education	Resumed in 1980	4	3	3	B.A.; no part-time studies permitted
Gratz College	A supervised program of M.A. credits including courses in supervision & administration	M.A. in Jewish Education	1983	1	0	(3)	B.A.; interview
Boston Hebrew College	Individually designed program including 30 credits in graduate studies	M.A. in Jewish Education		2	4	(2-3)	B.A.
Baltimore Hebrew College	This is a joint program leading to a degree	M.A. in Jewish Studies and M.A. in Jewish Education	1984	0	0	(2)	B.A.
New York University (part of Judaic Studies Department)		B.A.; M.A.; D.Ed.; Ph.D.		10 (Includes B.A. students)	12	-	The program has been suspended.

Program Name (Sponsoring Organization)	Description	Degree/Title Offered	Year Program Began	No. of Graduates 1985	No. of Graduates 1986	Anticipated Number of Graduates 1987	Acceptance Requirements
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In addition, some senior personnel receive training at graduate schools of secular universities such as Harvard or Stanford Universities	Students train for & write dissertations on Jewish Ed.	M.A.; Ph.D.
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Figures in parentheses are estimates.







הוועדה לחינוך יהודי של הסוכנות היהודית  
THE JEWISH EDUCATION COMMITTEE OF THE JEWISH AGENCY

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SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

Submitted by Annette Hochstein

NATIV - POLICY AND PLANNING CONSULTANTS

February 1987

EXTRA STRONG



February 18, 1987

Mr. Mendel Kaplan  
Chairman, Sub-Committee on Personnel  
The Jewish Education Committee  
The Jewish Agency

Dear Mr. Kaplan,

It is my pleasure to submit to you a progress report on  
the project on Senior Personnel for Jewish Education.

Sincerely,



Annette Hochstein  
Project Director

SENIOR PERSONNEL FOR JEWISH EDUCATION  
PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

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## SENIOR PERSONNEL FOR JEWISH EDUCATION

### PROGRESS REPORT AND PROJECT PROPOSALS - FEBRUARY 1987

Submitted to the Sub-Committee on the Personnel Project

-- The Jewish Education Committee, the Jewish Agency --

#### Introduction

At its December 1986 meeting the Sub-Committee on Personnel, and its chairman Mr Mendel Kaplan, continued to transform this project from a research project to a development oriented program. The Committee mandated its consultants as follows:

- 1) To develop specific community-based pilot projects
- 2) To look into the possible expansion of existing training programs - at a first stage programs in Israel.
- 3) At the same time, limited applied research efforts would be undertaken towards a better understanding of the issues of Personnel and towards the preparation of a development plan.

We are pleased to report progress in each of these areas.

1. A Community project is being launched in France, towards the training of 10-12 future day-school principals.(p.6)
2. A Community project is being planned in England with the active participation of key community leaders.(p.7)
3. Development and expansion plans have been prepared for two major programs training Senior Personnel (the Senior Educators' program (p.8) and the Jerusalem Fellows' program (p.11))
4. Evaluations of these programs are well underway (appendix 2)
- 5.A proposal has been prepared by Dr J.B.Ukeles which aims at devising strategies for re-training Jewish studies' majors as Senior Educators for Jewish Education.(p.16)
- 6.A focus-group study, proposed by Prof S.M.Cohen and Susan Wall, would help us understand some of the elements affecting recruitment, retention, and morale of the people who are today in the field. Through this study, we hope to learn more about what to do in order to attract and maintain qualified candidates in the field.(p.21)
- 7.Conversations are underway with additional communities for community projects and with additional training programs for expansion plans.



## Background

The Sub-Committee on Personnel has set as its first goal to help recruit and maintain talented Senior Personnel for Jewish Education in the world.

A survey of existing positions and of training institutions commissioned by the Committee has revealed the extent of the gap between the needs for Senior Personnel and the number of people annually graduating from training programs.

Indeed, there are some 4000 people in the field today, many of them insufficiently qualified for the positions they hold. The research allowed us to conclude that at least 400 newly trained people will be needed annually during the next decade if we are to respond to the problem of Senior Personnel. In order to achieve this, the Committee has recognized that a significant effort in the area of recruitment, training and profession building will have to be undertaken.

Encouraged by what is already being done in the field, as well as by signs of increased awareness, interest and efforts towards dealing with senior personnel, the Committee decided at its December meeting to immediately undertake vigorous development programs in the areas of training institutions and of Personnel development in specific communities.

### 1) Community Projects

Specific community projects are being developed in France and in England. Talks have begun with Mexico, and additional communities will be suggested in the coming months.

The goal of these community projects is to develop specific community-based pilot programs aimed at identifying specific needs for senior personnel in a given community, locating the qualified candidates, helping to train the personnel for the designated positions, and ensuring that they assume these position following the training period.

The Committee has decided that first communities should be located outside of North America, as problems in smaller communities, of more manageable size may be resolved through limited intervention. (For example, it was demonstrated that by graduating 60 people per year, the problem of senior personnel for day-schools outside the United States might be resolved in one decade.) We are pleased to be able to report the beginnings of such initiatives in England and France.

The following elements are common to all projects:

-- Community based intervention (work with the community and through the community with as broad a coalition of interested institutions and people as possible)



-- Identifying specific needs : positions that are open, need filling, or will be opened in the near future.

-- Identifying specific candidates for these positions.

-- Designing and/or identifying the training course both in Israel and in the home country that could adequately prepare the candidate for the specific position.

With this approach the Committee wishes to encourage Communities to organize in order to answer specific Senior Personnel needs and to begin solving local problems - even before or while engaging in comprehensive planning and development efforts. Hopefully, success in this endeavor will - in addition to solving local problems - bring additional communities to emulate the effort.

## 2) Expansion of existing programs

As was shown in the last progress report (December 1986) the number of senior personnel graduating annually from all training programs in the world does not reach 100 people. Programs - in Israel and in the Diaspora -- need to be expanded, multiplied and improved if this number is to increase significantly. The Committee has decided to undertake an effort to encourage training opportunities, beginning with the expansion of such opportunities - at first in Israel.

We are recommending today the expansion and improvement of two programs - the Senior Educators' programs - its Hebrew-University based component - (see p.8 and resource booklet 2), and the Jerusalem Fellows program (see p.11 and resource booklet 2). If the proposals are approved, these programs together should be able to graduate within three to five years, some 70 students annually.

The two programs selected for development at this first stage are amongst the largest existing programs and the only programs in Israel. They have the highest number of faculty members and the most developed resources, amongst existing training programs. Preliminary evaluation data from participants and from their employers indicate that graduates of the programs hold senior posts and are valued in their places of work. Amongst the program directors consulted these only stated that they can provide the adequate number and kind of faculty to undertake immediate expansion. Indeed training programs for Jewish education indicate that they sorely lack faculty.

Towards the development of the two above-mentioned programs we have undertaken an evaluation. Its purpose is to identify the programs' strengths and weaknesses towards development. It is a formative evaluation that comes to inform those running the

programs and indicate where change may be needed. Interviews were held with program administrators and faculty members, questionnaires were sent to all the programs' graduates and present participants as well as to employers of graduates (see appendix 2 and resource booklet2 ). This evaluation was begun in late December and is now in process. A report will be prepared shortly.

### Next steps

Following initial contacts with a number of institutions in Israel and in the United States, we suggest that the Committee consider - for its next steps :

- \* the development of a Senior Educators' program at Bar-Ilan University;
- \* the exploration of development possibilities with additional Universities in Israel;
- \* the exploration of development possibilities at Yeshivot;
- \* the possible expansion of the Israel component of a number of programs for senior educators based in the United States - such programs are conducted by the education programs of Hebrew Union College, the Jewish Theological Seminary and Yeshiva University.

### 3. Additional research

Under the guidance of the Committee this project has become primarily a development project. However the Committee has decided to investigate further some of the key issues in Senior Personnel development.

We propose to undertake at this time two limited research projects, both dealing with aspects of the issues of recruitment of good candidates to the field and of the retention of talented individuals in educational positions.

a. Enlarging the pool of candidates : A proposal for re-training Jewish studies' students in the United States and Canada (the study is to be conducted by Dr.J.B.Ukeles - (see p.16)

b. A focus group study into the questions of motivation, recruitment and retention of senior personnel for Jewish education (In all countries) This study is to be conducted by Prof.Steven M.Cohen and Susan Wall.



## PROJECT PROPOSALS

In the pages that follow we present a brief summary of the 6 projects that have been developed between December and February. They are :

Project # E1: Community Project in France

Project # E2: Community Project in England

Project # E3: Proposal for the expansion of the senior educators' programs

Project # E4: Proposal for the expansion of the Jerusalem Fellow's program

Project # 5: New Senior Educators - a proposal for the re-training of Jewish Studies' majors

Project # 6: Focus group study of Senior Educators



SENIOR PERSONNEL -- PROJECT #E1

FRANCE

There has been a significant growth in the school population in the past few years. This has placed an additional burden on the French Jewish educational system.

The Community project in France has as its goal to respond to the dearth of qualified day school principals:

Under the leadership of the Fonds Social and through the GIC for Education (a professional group that is community based) the major purveyors of day-school education have come forth with a proposal to train day-school principals.

This proposal which was initiated by and is led by Mr David Saada, director general of the Fonds Social, is a direct outcome of the Senior Personnel project of the Jewish Education Committee and involves candidates from institutions as varied as Otzar Hatorah, Le Refuge, Alliance Israelite Universelle, Ort, and Fonds Social.

They suggest a program with two parts - one in Israel in existing Institution and one in France. They expect that a joint planning Committee would be immediately established so that candidates could be recruited for the academic year 1987/88. They are preparing an actual and realistic list of 10-12 candidates and are waiting approval for this project with the hope that it will be launched immediately.

This project will be staffed by Prof. Walter Ackerman of Ben Gurion University.



## SENIOR PERSONNEL -- PROJECT #E2

### COMMUNITY PROJECT IN ENGLAND

As a result of consultations with the Chief Rabbi, Rabbi Jacobowitz, Mr Stanley Kalms - chairman of the executive committee, JEDT and a member of the Jewish Education Committee, Mr Mendel Kaplan, Chairman of the Senior Personnel Sub-Committee, a preliminary plan has been submitted to the Jewish Education Committee. (see Appendix 1).

The plan calls for initial data gathering for immediate needs in the area of Senior Personnel, consultation with senior educators and scholars together with the consultants of the Jewish Education Committee to develop the actual training programs. Simultaneously, under the leadership of the chief Rabbi and the chairman of the JEDT, all major Jewish organizations involved in education will be convened to undertake, endorse and accompany the entire process. If their timetable is followed they will be prepared to present at our June meeting an actual project for the training of Senior Personnel to fill specific positions.

This project is staffed by Mr Simon Caplan, director and Mr Meir Fachler, programmes director, of the JEDT.



## SENIOR PERSONNEL -- PROJECT # E3

### PROPOSAL FOR THE EXPANSION OF THE SENIOR EDUCATORS PROGRAM

This proposal was prepared by the faculty and staff of the Melton Center and was widely circulated for comments (see resource booklet, Document E2).

The Senior Educators Program, currently conducted through a partnership of the Samuel M. Melton Center of the Hebrew University, the W.Z.O. education departments, and the L.A. Pincus Fund, is a one-year program in Israel designed for experienced professionals in Jewish education to enrich their educational and Judaic backgrounds. In the interest of confronting the shortage of qualified senior personnel in Jewish educational institutions worldwide, the Melton Center proposes to expand this program from its present dimension (twelve participants in 1986-87) to accommodate up to seventy-five participants per year.

The program will be designed for people returning to positions and frameworks in which they have already excelled, aspiring to create outstanding senior educators. Candidates would be drawn from several sources: Jewish educational personnel already serving in senior positions; talented Jewish educators who show promise as future leaders; talented practitioners in the field of general education who wish and are able to retrain for Jewish education; individuals who occupy leadership positions in the Jewish community and can be retained.

The expansion would be accomplished through a vigorous recruitment process. A talent hunt will be conducted by Melton Center staff on field visits in the Diaspora and by graduates of the program and other contact persons serving as scouts. A critical component of recruitment will be negotiations with the candidate's institution/community regarding goals of the program and appropriate positions upon return. In addition, an in-depth interview of each candidate will aid greatly in ensuring qualified, well-prepared participants.

As an adjunct to the recruitment and application processes, and to increase the pool of prospective participants, we recommend the launching of a mechina (preparatory) program to bring individuals up to minimal levels of Hebrew and Judaica necessary for acceptance to the Senior Educators Program. A mechina program might be offered in Israel, or conducted on a regional basis (each year in a different locale), or directed locally on an individual basis.

The expanded program would include qualitative changes as well. As an individually tailored, multi-dimensional program of one year, it would offer specialised concentrations with a tutorial component and a supervised internship or project.



Participants would take advantage of the full calendar year, studying during the summer in a Judaic immersion program as well as during the academic year in their specialised concentrations and core courses.

The concept of a short Judaic Immersion program derives from two concerns: the conviction that Jewish educators should have a basic knowledge of general Jewish studies; and the recognition that the educators themselves need spiritual reinforcement and refreshment in order to successfully educate others. The program will include four-five hours per day of study in an erudite but intimate environment where modern scholarship will be melded with such traditional methods of Jewish study as hevruta and shiur. A less intensive immersion program could be offered to those participants who must spend the summer months studying in the Hebrew ulpan.

The academic year comprises two semesters extending from November through June. The two primary components of the academic program will be the "core" and the "specialised track." All participants will study in the core program which might consist of:

1. two to four credit hours of courses drawn from the M.A. course listing of the Melton Center
2. two to four credit hours of elective courses which may be taken in other departments of the Hebrew University or in other institutions
3. a weekly lunch seminar: "Challenges Facing Jewish Education Today"
4. a weekly evening program of general enrichment: "Encounters in Contemporary Israel."

Specialised tracks, offered on a cyclical basis every three to five years, would enable the Senior Educator to receive training and experience in a concrete area of specialisation, such as:

- Curriculum Evaluation and Implementation
- General History - Jewish History/Contemporary Jewry
- The Elementary School
- Teaching of Israel
- Basic Literacy for Jewish Adults
- Jewish Education in the Informal Setting
- The Jewish School Principalship -- Staff Development
- Teaching Hebrew as a Second Language
- Topics in Early Childhood Education
- Language Track

To accomodate those senior personnel who cannot participate in a Hebrew program, a special track might be offered cyclically in English, Spanish, or French.



The tutorial system is the backbone of the expanded Senior Educators Program. An expert in the area of concentration will develop and coordinate the specialised program. This head tutor will be involved in all aspects of the program, from the recruitment of qualified candidates, to teaching a course and to arranging internship placements, to serving as an advisor to each participant during the year in Israel, to establishing task forces and a network of senior educators thus ensuring continued contact and development after completion of the course.

The Melton Center has the resources to conduct such a program, and begin it immediately. It has extensive experience in in-service training, has a staff of fifty scholars, researchers, teachers, consultants, and practitioners of Jewish education, and is located in the Hebrew University, allowing for access to the vast resources, both human and material of the university.

The present proposal consists of three points:

1. The experimental implementation of some of the suggested programmatic program changes and development during the academic year 1987/88. This would include the Judaic immersion program, the tutorial system, supervised internships, and more.

2. Planning and development of the expansion program. This would include recruitment of qualified candidates, the development of the full academic program, the preparation of education materials and documentation as well as administrative development. This stage would also take place during the academic year 1987/88.

3. The implementation of the full-blown expansion program beginning June 1988.

## SENIOR PERSONNEL - PROJECT # E4

### PROPOSAL FOR THE EXPANSION OF THE JERUSALEM FELLOWS PROGRAM

This proposal was prepared by the staff of the Jerusalem Fellows program. For the detailed proposal, see Resource Booklet 2.

#### Introduction

The purpose of the Jerusalem Fellows is to create an international community of top flight professionals committed to taking the lead in Jewish Education in the Diaspora.

Fourteen fellows are presently studying in Jerusalem while twenty three graduates have taken up senior educational posts throughout the Jewish world. In the five years of its existence, the program has graduated an average of eight fellows per annum.

In the light of our present knowledge of the urgent need for senior personnel, this is clearly not enough. In our view, it is possible to raise the number of annual graduates to 15-20 in the next two to three years.

The key to doing so lies in the adoption of the following measures:

- a. The expansion and diversification of the programs offered.
- b. The creation of a flexible structure responsive to special needs and time constraints of professionals working in the field.
- c. Generating new individual study tracks.
- d. Targeting new populations for recruitment.
- e. Moving to a professional system of marketing and recruitment.
- f. The creation of a pool of tutors who will represent a powerful vehicle for education and training at the highest level and the most efficient way of responding to the diverse needs of a variety of groups and individuals.
- g. Inviting top flight scholars-in-residence to reinforce the senior academic staff.

The proposal for expansion and diversification will include the development of three parallel tracks:

- A. The Jerusalem Fellows Core Course
- B. Jewish Education in Informal Settings
- C. Individual Study Tracks



#### A. THE JERUSALEM FELLOWS CORE COURSE

We firstly recommend the expansion of the present Jerusalem Fellows program. The achievements of the program until now can be attributed to careful selection, the duration of the course, the high level of the study program, the exacting demands for high standards and professional excellence, and the intensity of the social and intellectual interaction that generates the shared norms, common language and social bonds that provide the infra-structure of the Israel based international fellowship we are in the process of creating.

Any move to expansion should build on these factors and avoid undercutting them. In the light of this, we suggest the following:

a. A Flexible Study Program, involving one, two and three year options, aimed at different target populations. Every attempt should be made to engage the main body of our students for a study period of two years. This is the absolute minimum, particularly when we are dealing with promising academics from other disciplines who wish to retrain for Jewish education.

Where the two-year optimum cannot be reached, the program should be ready - as it has indeed been in the past - to accept candidates for a one year tenure. Two reservations, however, are in order here: This should be the exception rather than the rule, and, we have to be fully persuaded that such candidates have the requisite experience, ability and motivation to stand up to the rigorous demands of the one year program.

The target group of the three year option would be young, outstanding graduate students whom we wish to attract to the field of Jewish education. Our experience with young Fellows of this description in the past leads us to believe that with careful selection and supervision, this group can represent a high return on our investment.

b. Tutors: We see the creation of a pool of tutors as crucial to our program of expansion. The tutors would allow us to intensify and deepen the learning process and to respond effectively to the diverse needs of a variety of groups and individuals. The role of the tutors in this context will involve academic responsibilities, mediating between the Fellows in their care and the Senior Academic staff, and being part of a support system for graduates in the field (see below).

c. Recruitment: The most conspicuous shortcoming of the Jerusalem Fellows is in the field of recruitment which has generally been conducted through advertisements in the Jewish and general press, personal letters to community leaders and leading Jewish educators, and initiatives by



graduates of the program, the academic staff and a small group of sympathizers in various countries. In addition to the approaches enumerated above we recommend the following: - to employ a professional for recruitment primarily in North America.

- to identify new target populations, e.g. Jewish studies majors enrolled in institutions of higher learning;

- to negotiate with communities, federations, school boards, bureaus of education with respect to the release, re-employment and suitable promotion of their professionals who are accepted into the program.

#### B. JEWISH EDUCATION IN INFORMAL SETTINGS

To the best of our knowledge there is no institution of higher learning preparing professionals for work in the field of informal Jewish education.

We therefore recommend the establishment of a new study track at the Jerusalem Fellows designed to serve the educational needs of leading professionals directing Jewish community centers.

We recommend a flexible course of study based on an eight-week study session per annum over a period of three years. This could be supplemented by an annual two-week retreat in the field.

The study plan will be fleshed out in conjunction with the participating agencies. In order to succeed in this innovative venture we shall require the services of a specialist in informal Jewish education who will be coopted on to the Senior Academic Staff as coordinator of the program.

The program coordinator and the team of tutors will also work with the informal educators in the field organizing seminars, retreats and in-service training.

We should aim for eight to ten participants and the first course should be launched in 1988.

#### C. INDIVIDUAL STUDY TRACK

The individual study track comes to answer the special needs of either directors of boards of Jewish education or high ranking academics who are not in the field but who would like to use the tools of their discipline (psychology, philosophy, communications etc.) to make a contribution to Jewish education. Our aim here would be to assign a member of the Senior Academic Staff and a tutor to work with these advanced Fellows, to create the environment of a mini-center of advanced studies while prevailing upon these participants, where appropriate, to contribute to our on-going programs.

The Target: Three to four participants in the next two years.

#### Scholar-in-Residence

If we wish to grow in depth while we grow in numbers, it is imperative that we have a leading figure from the world of education as our scholar-in-residence for at least one semester a year. Such a scholar would, in addition to his contribution to the Fellows, contribute to the enrichment and development of the Senior Academic Staff and tutors. We should aim to initiate the scholars-in-residence programs in the course of 1988.

#### SUPPORT SYSTEM IN THE FIELD

As part of the expansion and development of the Jerusalem Fellows, we recommend the establishment of a support system for the Fellows in the field with the following as its major assignments:

- a. Personal contact with Fellows working in the field.
- b. Professional in-service guidance.
- c. The organization of in-house task forces for mutual help in the field.
- d. The promotion and organization of group projects to be undertaken by Fellows in the field. The projects would address major issues of educational concern, bolster the esprit de corps of the Fellows while promoting the ethic of enquiry, innovation and service central to our program. The Fellows would strive to involve their colleagues and peers in these projects so broadening the base of concerned educators and giving greater substance to their role as leaders.
- e. The organization of regional seminars for consultations, study, planning and coordination of projects.
- f. The organization of the annual Jerusalem Colloquium which serves as the centerpiece of the international fellowship. The colloquium provides a forum where:
  - matters of educational policy are discussed and formulated
  - central educational issues can be studied and analyzed
  - projects can be reported on
  - collegial bonds can be forged and old ties renewed.
- g. The organization of in-service training for graduates working in the field of informal Jewish education.



RECOMMENDATION FOR EXPANSION:

Number of Participants:

- a. The Jerusalem Fellows Core Course - our goal 20-25 participants. Date - 1988/89.
- b. Informal Educators - our goal 8-10 participants. Date - 1988.
- c. Individual Study Track - our goal - 1-3 participants.

Overall goal for 1988/89 - 35 Fellows

Additional requirements for 1987/88 include:  
Implementation of the tutorial system  
Planning and Recruitment for 1988/89





1/20/87

NEW SENIOR EDUCATORS: A PROPOSAL FOR RE-TRAINING  
JEWISH STUDIES STUDENTS

Background

The first round of work on Senior Personnel in Jewish Education has advanced our understanding of the issues. As a result, we know enough already to formulate and test some program ideas for the improvement of Jewish education via senior personnel. Suggestions for improvement cluster around: more and better training; new methods of recruitment and identifying new pools of candidates; and developing new jobs. Design should begin now on a number of pilot programs that can be tested in the near future.

Jewish Studies Students: Potential Senior Personnel for  
Jewish Education

A key concern in relation to senior personnel is the relatively small size of the existing pool of candidates, and the need to create new pools of candidates to fill senior positions.

One of the potential pools of new candidates is the group of students currently enrolled in Jewish Studies programs. It has been estimated that there are several hundred students in University-level Jewish studies in North America. At the same time there are a handful of job openings each year for college teachers in Jewish Studies. This group of Jewishly committed people, at various stages of a rigorous program of study in Judaica should be an ideal target group for re-training and re-orientation towards careers in Jewish Education. A few individuals have made this transition. And some efforts have been made to reach out to Jewish Studies academicians. But a sophisticated approach has been lacking. We don't know whether a program of reorienting Jewish studies majors towards Jewish education is feasible, and if feasible, how to go about implementing it.

The Proposal

This is a Proposal to assess the feasibility of retraining Jewish studies students for Jewish education; to design an appropriate program; and to suggest how such a program could be implemented. It is expected to take 20 weeks to complete.

### Approach

There are three elements in the approach:

I Assess the feasibility of retraining Jewish studies majors for Jewish education

II Develop an appropriate program concept.

III Design an appropriate re-training program  
-----

I. Assess the feasibility of retraining Jewish studies majors for Jewish education

In the first step, small groups or panels of current Jewish Studies majors will be interviewed about their own career objectives and interests and their attitudes towards Jewish education as a career. Existing information about the career

experiences of past Jewish studies majors will be analyzed. A few key individuals who have moved from Jewish studies into Jewish education will be interviewed.

In addition, lay and professional leaders in formal and informal Jewish education will be interviewed to define probable roadblocks to a successful retraining program for Jewish studies majors (including the difficulties of developing appropriate jobs).

II. Develop an appropriate program concept.

Such a program would have three components:

- A recruitment strategy -- In order to attract the best of the Jewish studies majors, it is probably necessary to promise them a "fast track" into senior positions; and a way needs to be found to overcome the probable snobbism towards non-university careers likely to be found in this group. High-visibility, high-status efforts may be needed: e.g. "Rhodes Scholar" and/or National Talent Search approach. It may be necessary to publicize information about current senior salaries in Jewish education. At least in North America, salaries have advanced rapidly in recent years.



- A training component -- While Jewish studies majors are likely to have a reasonably good background in Jewish content, they are likely to know little about the process and methods of education. They also are likely to have had little training in the skills of educational leadership --from planning through fund-raising and Board development. These areas would have to be learned, without having people feel that they are starting over. Using existing models for quality training (e.g. Jerusalem Fellows) and information developed in Step I, design a program curriculum and explore options for institutional links.
- A Job development component -- Even with quality recruits and an excellent training program, it may be difficult for re-oriented Jewish studies majors to move directly into existing senior positions. They are likely to be resented, because they haven't "paid their dues"; i.e. served a significant number of years in a classroom. Transitional jobs need to be created that are senior enough to be attractive; that fulfill real needs -i.e. not make-work; and that are in a career path leading to top jobs. Such possibilities range from grouping several part-time positions to create a single full-time professional position (e.g. camp director and supplementary school principal) to adding specialists and assistant principals to existing schools. A critical career path blockage may be the relatively few jobs intermediate between teacher and principal.

### III. Design an appropriate re-training program

Using interview information and available information about the Jewish studies population, a projection will be developed of the potential candidates for Jewish education career re-training. The retraining resources that are needed will be estimated; and an illustrative first and second year program will be presented along with an estimate of the dollar and other resources necessary to carry out the program.



### Work Tasks

- I. Assess the feasibility of retraining Jewish studies students for Jewish education careers
  - 1 Interview panels of current and past Jewish Studies majors, including some people who have moved from Jewish Studies into Jewish education.
  - 2 Interview lay and professional leaders in formal and informal Jewish education to define probable roadblocks to a successful retraining program for Jewish studies students (including the opportunity to create new jobs.)
- II. Develop an appropriate program concept
  - 3 Develop a recruitment strategy
  - 4 Develop a training component
  - 5 Develop a job development component
- III. Design a training program
  - 6 Using interview information and available information about the Jewish studies population, estimate the numbers of potential candidates for Jewish education career training.
  - 7 Estimate the re-training capacity that is needed (i.e. that exists or that would have to be created).
  - 8 Project a first and second year program (including an estimate of potential applicants & assumptions about retraining resources)
  - 9 Estimate the dollar and other additional resources necessary to carry out the program.

# Schedule

TASKS	# of Wks	Due Date
I. FEASIBILITY	7	
1 Interview J.S. majors		
2 Interview leaders		
INTERIM REPORT		March 20
II. PROGRAM CONCEPT	5	
3 Recruitment		
4 Training		
5 Job development		
INTERIM REPORT		April 20
III. TRAINING PROGRAM DESIGN	4	
6 estimate candidates		
7 est. retraining needs		
8 project program size		
9 estimate costs		
FINAL REPORT	4	June 19
TOTAL TIME	20	

Submitted by Dr. J. B. Ukeles

## SENIOR PERSONNEL - PROJECT #E6

To: Annette Hochstein  
From: Steven M. Cohen & Susan Wall  
Re: Focus Group Study of Senior Jewish Educators

February 5, 1987

### Background

At your request we have prepared this memorandum which summarizes the recent discussions we have had with you on the proposed "Focus Group Study of Senior Jewish Educators."

The chief aim of this research will be to collect information (principally from senior Jewish educators in the United States and Canada) which will help you develop policy recommendations to achieve two interrelated objectives. As we understand them, they are: (1) to increase the pool of recruits to Jewish education; and (2) to reduce attrition of current senior personnel due to "burn-out" and related processes of attrition.

More specifically, we will want to investigate several specific questions. With respect to the issue of recruitment, we will want to know: What were the incentives and disincentives, channels and obstacles which influenced the Jewish educators in their choice of the profession? What images of status, prestige, compensation, collegueship and the nature of the work did they have prior to entering the field, and how have those images changed? How were they inspired to enter the field, and how well were they prepared and trained in the early stages of career development? What significance do they attach to mentors and to other idiosyncratic occurrences in their lives?

With respect to the issue of retention, we will want to know: What are their career plans and expectations, as well as their career-related hopes and fears? What are some of the more rewarding and some of the more frustrating aspects in the lives of senior Jewish educators? Which rewards in particular ought to be enhanced and which frustrations ought to be relieved so as to most substantially improve the likelihood that the senior personnel will stay in the field for a long period of time?

We expect to produce several "products" for your use. These include: (1) a preliminary focus group discussion guide for use by counterpart researchers in other countries; (2) intermediate and final versions of the guide with additional instructions at appropriate stages in the research; (3) notes (or "minutes") of the focus groups as they are completed; (4) a preliminary report summarizing the key findings and relating them to policy implications; (5) a final and more extensive report with comprehensive findings and recommendations.

### Procedures

We intend to begin with a review of the relevant literature on recruitment and retention of principals and other senior educators.

We will then design a preliminary discussion guide which we will test by



way of individual interviews with a small number of current or former senior educators. These interviews will suggest revisions for the preliminary version of the discussion guide which we will send you.

Next, we will begin conducting focus groups, using the guide and making revisions in same as we go along. Each focus group will consist of 6-10 individuals. One of us (or, later, a trained moderator) will conduct the groups. Each group will be tape recorded, and, in addition, a secretary will record and type up a rough transcript of the conversations. (As noted, we will send you these minutes as they become available.)

After completing about 3-4 groups, we will then revise the guide for use by moderators we will have selected and briefed (by telephone) in several cities. In most instances, these will be respected Jewish educators with good communication skills with whom we have significant rapport. People we are currently considering include: Elaine S. Cohen (Montreal); Joshua Elkin (Boston); Moshe Sokoloff (N.Y. -- Orthodox groups); Arlene Agus (N.Y.); Henry Schreibman (Chicago); Gail Dorf, Isa Aron (Los Angeles). We will brief and train each of these individuals by sending them a packet of materials (including a description of the overall project, transcripts of previous groups, the question guide, and instructions) and by extensive telephone conversations (we may consider conference calls with two or three moderators simultaneously, so that they may learn from each other).

Upon completion of the focus groups, we will listen to the tapes, and review the transcripts. We will then produce the preliminary report, the final report, and the final version of a fully annotated discussion guide.

### The Respondents

We intend to conduct approximately 15 focus groups. In the aggregate, the members of the groups will satisfy several criteria for diversity. Most will be currently active senior educators, but a few will be people who have already left the field, and three groups will consist of students. The students will include those in training programs for senior positions and undergraduates with strong interests and background in Judaic studies. We intend to convene groups in several locations: New Haven, Westchester, New York, Philadelphia, Montreal, and Los Angeles; in addition, we may wish to supplement these with interviews in Toronto, Chicago, Boston, and Miami. We plan on achieving diversity in positions and sector. That is, of the current educators, about a third will be part-time school principals, about a third will be full-time school principals (or vice principals), and about a third will be drawn from other sectors (JCC's, youth groups, camps, campuses, and Bureaus of Jewish Education). Last, we intend to range over most of the Jewish denominational spectrum from Torah U'Masorah Orthodox to Reform.

We expect to obtain the volunteer cooperation of JESNA in arranging for most but not all of the groups. In each case, we will provide refreshments and allowances for transportation.

## The Focus Groups

This list is tentative. In many instances, former educators will be included with appropriate groups.

1. New Haven: Mixed group.
2. New Haven: Yale University, Judaica students.
3. Westchester: Principals of major Hebrew schools and one or two day schools.
4. Philadelphia: Principals and vice principals of day schools, yeshivas.
5. Philadelphia: Principals of major Hebrew schools.
6. Montreal: Principals of Day Schools.
7. Montreal: Principals of Hebrew schools.
8. New York: Left-of-center Orthodox, formal & informal.
9. New York: Right-of-center Orthodox, formal & informal.
- 10-11. New York: Informal educators (campus, youth directors, camp directors, YMHA's/JCC's).
12. New York: Columbia University, Judaica students.
13. New York: Jewish education students at YU, JTS, NYU.
14. Los Angeles: Hebrew school principals.
15. Los Angeles: Informal educators.

### Alternatives:

Boston, Chicago, Toronto, Miami, conferences of educators

## Schedule

### February:

Approval of project (with revisions by you)  
Literature review  
Preliminary discussion guide  
Exploratory individual interviews  
First focus groups  
Arrangements with JESNA  
Contact with moderators

### March:

Completion of first round of focus groups  
Revision of discussion guide  
Training of moderators  
Begin second round of focus groups

### April:

More focus groups

### May:

Complete focus groups  
Listen to tapes, review transcripts  
Preliminary report

### June:

Final report  
Final discussion guide



# APPENDIX 1

## COMMUNITY PROJECT, ENGLAND



Jewish Educational Development Trust  
Adler House, Tavistock Square, London WC1H 9HN  
Telephone: 01-387 1066

### ACTION BRIEF FOR INVENTORY OF SENIOR PERSONNEL POSITIONS IN JEWISH EDUCATION IN THE U.K.

M.Fachler/S. Caplan - 3rd February 1987

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#### JEDT YEARBOOK

Mr. Derek Taylor (Chairman)

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Mr Simon Caplan

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Mr. Merv Fachler

#### Charity Commissioners

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**Data Gathering:** In an initial attempt to make an inventory as a basis for discussion, the three crucial lists are:-

- 1) An estimate of senior full time positions to become vacant in Jewish Education between 1987-1992.
- 2) An estimate of senior full time positions that don't but ideally should exist by 1992.

For the above two questions the following three categorisations should be isolated in the findings:-

- a) Primary school - Secondary school - Central board - Informal - parttime centres - early childhood - Adult.
- b) Headteacher - Head of Department - Specialist - Director.
- c) Right wing Orthodox - Central Orthodox - Reform - Liberal.

- 3) A definition of criteria for an initial assessment procedure for qualification as a potential senior educator.

**Think Tank:** The J.E.D.T. will invite a select group of experts to form a "Think Tank". The group will consist of the following people; the constituents to be changed or enlarged as appropriate.

A prominent Academic Sociologist active in the field of Jewish Education.

A Professor of Marketing and leading member of the Jewish Community.

A Senior H.M.I. (inspector of schools)

A J.E.D.T. Trustee and major supporter of Jewish Education.

A Philosopher and specialist in Jewish Ethics.



<b>Timetable:</b>	1) Initial Data Gathering	End Feb'87
	2) Consultation with Senior Educators + Think Tank	End March '87
	3) National Consultation with community leadership	April/Early May '87
	4) Implementation	From May'87.



## APPENDIX #2 -- Evaluation of Training Programs

### Description of the Evaluation

#### 1) Evaluation Team

Batya Stein - coordinator

Rita Sever - methodologist

##### Staff:

Haya Amzaleg, Haim Aronovitz, Yif'at Friedman, Daphna Gelman  
Edna Levy, Micky Lichtenstein, Aviva Silverman, Beth Weintraub  
Michal Yehuda

#### 2) Description

In January 1987, we began to conduct an evaluation of the two Israel-based programs training senior personnel for Jewish education in the Diaspora, the Jerusalem Fellows and the Senior Educators' program.

This evaluation was undertaken in order to provide the programs' planners with substantive data and identify the programs' strengths and weaknesses towards development. It is a formative evaluation that comes to inform those running the programs and indicate where change may be needed.

The evaluation is based on the following data:

- A) Interviews with faculty members and administrative staff in both programs. (in progress)
- B) Interviews with a sample of present participants in both programs. (in progress)
- C) Questionnaires, sent to all graduates and all participants in the programs, as well as to present employers of the graduate Senior Educators. (see resource booklet2)

All the returning questionnaires - in 4 languages and from 15 countries - are being immediately computerized and processed for analysis.

Questionnaires were sent as follows (see summary table below) :

1. A questionnaire was sent to all graduates of the Senior Educators' program in the countries where they live and work. We hope to learn what positions graduates occupy today, what they believe the program's contribution to be, what they view as the program's strengths and weaknesses and more.

2. A questionnaire was sent to a key person in each institution where graduates are employed, in order to learn how employers feel the program has impacted on the performance of the educator, and how they feel about sending additional personnel to the program in the future. This questionnaire was translated into 4 languages and sent to employers in 15 countries.

3. A questionnaire was sent to each of the present participants in the program.

4. A questionnaire was given to all graduates of the Jerusalem Fellow's program. It was handed out to those present at their gathering in New York in February -- and was mailed to those not attending the gathering.

5. A questionnaire was distributed to this year's applicants to the program, (those who were interviewed in the USA), in order to gather data on recruitment and recruitment procedures.

6. A questionnaire was given to all present participants in the program.

We have consulted extensively with experts, educators and methodologists for the design of these questionnaires.

We are pleased to report a significant rate of return of questionnaires within the very few weeks since they were sent out. The table that follows summarizes the numbers of questionnaires sent and those returned by February 18, 1987.

DATA	JF * Graduates	JF Partici- pants	JF Candi- dates	SE ** Grads	SE Part's	SE Employers	TOTAL
Sent	23	13	11	73	7	65	192
Returned	15	12	9	16	6	19	77
	(65%)	(92%)	(82%)	(22%)	(86%)	(29%)	(40%)

\* Jerusalem Fellows

\*\* Senior Educators

A preliminary analysis of findings, based on these partial returns, will be reported at the meeting. A written report will be prepared in the coming months.



### Friends and Associates

This project has enjoyed a very large amount of support during the rather pressured work period from December to February. Experts here and abroad have spared no efforts in helping us think the issues through, design the instruments for evaluation, gather data - as well as in sharing their ideas. I thank them all and would like to mention in particular :

Prof. Walter Ackerman, Professor of Education, Ben Gurion University of the Negev;

Prof. Seymour Fox, Senior Consultant to the Jewish Education Committee

Mr. Shimon Frost, the Melton Center, the Hebrew University of Jerusalem;

Mr. Alan Hoffman, Director, the Melton Center, the Hebrew University of Jerusalem;

Ms. Hinda Hoffman, Registrar, the Melton Center, the Hebrew University of Jerusalem;

Prof. Michael Inbar, Dean of Social Sciences, the Hebrew University of Jerusalem;

Mr. Zvi Inbar, Program Director, the Pincus Fund & the Joint Program for Jewish Education;

Mr. Zeev Mankovitz, Director, the Jerusalem Fellows;

Prof. Mordechai Nissan, the Hebrew University of Jerusalem;

Dr. David Resnick, Israel representative, JESNA;

Dr. Michael Rosenak, the Melton Center, the Hebrew University of Jerusalem;

Mr. David Saada, Director General, the FSJU, Paris

Mr. Don Scher, Director, JWB Israel Office;

Dr. Jonathan Woocher, Executive Director, JESNA;

Mr. Yaakov Zeev, the Pincus Fund, the Jewish Agency;

Mr. Haim Zohar, Secretary-General, World Zionist Organization



הוועדה לחינוך יהודי של הסוכנות היהודית  
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Senior Consultant  
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SENIOR PERSONNEL FOR JEWISH EDUCATION

PROGRESS REPORT

AMERICAN JEWISH  
ARCHIVES

Submitted by

NATIV - POLICY AND PLANNING CONSULTANTS

June 1987



אנט הוכשטיין  
ANNETTE HOCHSTEIN

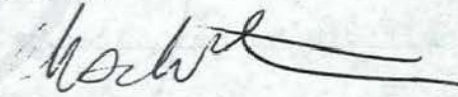
June 14, 1987

Mr. Mendel Kaplan  
Chairman, Sub-Committee on Personnel  
The Jewish Education Committee  
The Jewish Agency

Dear Mr. Kaplan

It is my pleasure to submit to you a progress report on the project on Senior Personnel for Jewish Education.

Sincerely,

  
Annette Hochstein  
Project Director



**Sub-Committee on Personnel for Jewish Education**

Chairman: MENDEL KAPLAN

**Staff and Consultants:**

Project Director:

Annette Hochstein

Project Staff:

Haya Amzalag  
Haim Aronovitz  
Shmuel Benalal  
Ayala Gaber  
Daphna Gelman  
Sari Gillon  
Edna Levy  
Micky Lichtenstein  
Rita Sever  
Michal Shitreet  
Aviva Silverman  
Batya Stein  
Beth Weintraub

Consultants on Methodology:

Prof. Seymour Fox  
Prof. Michael Inbar

**Research Projects:**

Retraining of Jewish Studies Students:

Dr. J.B. Ukeles

Focus Group Study of Senior Jewish Educators:

Prof. S.M. Cohen & Susan Wall

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June 14, 1987

SENIOR PERSONNEL FOR JEWISH EDUCATION --

WORK-IN-PROGRESS -- JUNE 1987

A. Introduction

The goal of the Personnel Project of the Jewish Education Committee is to offer suggestions for dealing with the acute shortage of qualified senior personnel for Jewish education in the world, with particular references to the contribution Israel can make in meeting this problem.

Preliminary findings, discussed by the Committee at its meetings in December 1986, indicated a significant gap between the number of qualified senior personnel needed every year in the field (approximately 400 additional people per year), and the number of people presently being trained every year (less than 100 per year). In order to develop means for dealing with this gap, the Sub-Committee on Personnel, chaired by Mr. Mendel Kaplan, decided to undertake efforts on a number of fronts:

1. To develop specific community-based pilot projects. These projects would allow to refine the data to meet the local situation and demonstrate the effectiveness of local efforts aimed at the development of senior personnel.
2. To look into the possible expansion of existing training programs - at a first stage, programs in Israel.
3. At the same time, limited applied research efforts would be undertaken towards a better understanding of the issues of personnel, and towards the preparation of a development plan.



We are pleased to report progress in each of these areas.

1. Community projects are being launched in France, England, Mexico and South Africa.

2. A plan for the development of a Senior Educators program at Bar Ilan University is being prepared. The data for evaluation of the Senior Educators program and Jerusalem Fellows program has been collected and is now being analyzed. A report will be available for the winter meeting of the Committee.

3. We are pleased to enclose a draft of the report by Dr. J.B. Ukeles on Strategies for Retraining Jewish Studies majors as Senior Educators for Jewish Education.

The Focus Group Study of Prof. S.M. Cohen and Susan Wall is well underway and will be ready by the next meeting of the Committee.

B. Process (the Joffe Committee)

Towards the February 1987 meetings of the Committee, a large amount of work was prepared in a rather short time. Therefore, there was not adequate time to discuss seriously and in-depth with all concerned. Therefore, Mr. Mendel Kaplan, Chairman of the Personnel Committee, suggested that a committee be set up to review the proposal (Appendix 1: members of the Committee). Mr. Isaac Joffe, Chairman of this committee, travelled to Israel from March 22-26. During his visit, Mr. Joffe met individually with members of the Committee and discussed the projects and the planning process with them. The Committee approved the continuation of all the projects at its meetings of March 25 and

April 12 and recommended as follows:

Senior Educators' program: an academic board should be set up whose members would include representatives of the WZO departments. The board would discuss plans for the program.

The academic board met on April 30 and approved the plan. A second meeting took place on June 11.

The Jerusalem Fellows Expansion program: The Committee recommended that the board of the Jerusalem Fellows become thoroughly involved in the work of the Sub-Committee. The board met on June 4.

Community project in France: It was agreed that a committee would be formed in Jerusalem chaired by Prof. Walter Ackerman, and consisting of representatives of the WZO departments, to discuss the training program. This committee had its first meeting in early June, and began discussing the program.

Members of this committee have noted that it has provided a very useful forum for review of the Senior Personnel projects and have asked that Mr. Kaplan and Mr. Joffe consider convening it in the future too.

C. Status Report February 1987

1. Community Projects

Community projects are being launched in four communities: France, England, South Africa and Mexico. The purpose of the community projects is to refine the global data and findings on

the one hand, and to demonstrate through limited intervention the possibility of solving local senior personnel problems; to give solutions to specific senior personnel needs; and to foster a dynamic of community-based initiatives to solve senior personnel needs that might be emulated in additional places.

All of the projects have followed the following process:

- a. Create local consensus and awareness of personnel needs through a limited needs survey.
- b. Design a project that would be a cooperative endeavor between the local community, the WZO and the Jewish Education Committee. The Jewish Education Committee will offer planning assistance and training assistance as needed, and help the community apply to the appropriate Jewish Agency funding source.
- c. Following the identification of senior personnel positions that need filling, suitable candidates to fill these posts will be identified. An individualized training profile will be designed for these candidates that would bring them up to the level of qualification of senior personnel in the realms of Jewish knowledge, Jewish Education, Hebrew, administrative and management skills. A suitable training program, often including training components in the local country as well as a component in Israel, would be designed. The training program will make use of existing resources, both locally and in Israel, adapted as needed to the specific needs. The individualized training program may require the use of tutorials and tutors may be involved in many aspects of a given training program - including



individual tutoring, group teaching and more.

d. The community will undertake to place and employ the candidate following his/her training.

Typically, the community projects have required a significant amount of negotiation involving lay leaders and professionals in the community, as well as representatives of the many institutions involved and of the WZO departments.

France: This project, which aims at training personnel for the posts of school principal, has reached the stage of selection of candidates. A training program is being designed. A report will be presented by Mr. D. Saada, Director-General of the FSJU.

England: Mr. Mendel Kaplan met at the home of the Chief Rabbi of England with key community leaders in order to discuss the project and cooperation between the Jewish Education Committee and the English community. Following staff work and the creation of a think tank to assist them, senior personnel needs have been located and agreed upon (see Appendix 2). Negotiations are under way to define the scope and format of the first program.

Mexico: The Community project in Mexico will concentrate on the training of qualified educators to become day school principals, head of Judaic departments etc. over the coming years. Prof. S. Fox and Dr. Eli Tavin led the discussions with community leaders and professionals on a visit to that country during the month of May.

South Africa: An outline for a project has been agreed upon with representatives of the South African Board of Jewish Education. A preliminary survey of needs was conducted in that community by the Kaplan Center of Cape Town University. The project has just begun and is likely to get off the ground with the first group of candidates beginning their training in January 1988.

Funding: It is suggested that the community projects be funded jointly by the community and the Jewish Education Committee. The requested budget for the projects in England, Mexico, and South Africa for the academic year 1987-88 is for a sum up to \$400,000. Specific and detailed budgets will be presented as the detailed plans for these projects are being developed. This amount would be needed as follows: England - up to \$200,000

Mexico - up to \$100,000

South Africa - up to \$100,000

These figures were calculated in terms of the per capita cost of training senior personnel in various countries and in Israel and would cover the first year of training in a program that would typically include two years.

#### B. A Consultation on Training

With the increasing awareness amongst Jewish educators of the work of the Senior Personnel project, heads of training programs in the U.S. and in Israel have turned to the Committee with requests for assistance in building or expanding training programs for senior personnel. These requests are all for training taking place in Israel. Brandeis University, the Jewish

Theological Seminary of America, Yeshiva University and Hebrew Union College, as well as Bar Ilan University, each sent to the committee proposals, suggestions and ideas concerning the development of a training program component to take place in Israel.

At the same time the personnel project has begun evolving norms for the qualification of Senior Personnel. A preliminary paper was drafted, outlining what a Jewish educator in a senior position should know as far as Judaic studies, Hebrew, education, the Jewish world, and management are concerned.

Before proceeding with any development work, it seemed important to ensure that each training program working with the Committee would, in fact, consider the possibility of agreeing to levels of qualification and that there would be consensus as to what are feasible but optimal levels of qualification.

Therefore, it was suggested to hold a consultation with the heads of the training programs in Israel and in the U.S., as well as with representatives of the community projects and representatives of the WZO departments in order to discuss the norms for training, and qualification, to test with them the validity of the norms and standards that the committee is beginning to evolve, to discuss and consult with them on what the most effective training would involve and what would be realistic optimal targets for training.

An additional goal of the consultation would be to present the participants with all the training resources available in Israel.



This consultation will take place on June 28, 29, and 30, 1987 in Jerusalem (list of participants: Appendix 3).

## II. TRAINING PROGRAMS IN ISRAEL

Work has proceeded on two items:

A. The evaluation of the Jerusalem Fellows and the Senior Educators Program. Data collection on these projects has been completed. Appendix 4 gives the breakdown of the return of questionnaires. The data is now being analyzed and a report will be ready for the next meeting of the Committee this coming fall or winter.

### B. A Senior Educators Program at Bar Ilan University

Discussions have been held with members of the Loockstein Center for Education in the Diaspora at Bar Ilan University. A preliminary plan for the possible development of a senior educators' program at that university is being drafted and circulated for comments and consultation. The plan calls for a planning grant that would be used for detailed planning including content, staff and recruitment planning.

## III. RESEARCH PROJECTS

A. "Retraining Jewish Studies Students:" A draft report by Dr. J.B. Ukeles has been completed and is included as Appendix 5. This report maps out the field of students in Jewish Studies in the U.S. (particularly graduate students) and suggests possible strategies for retraining them as Jewish Educators or for bringing them into the field of Jewish Education.

B. "International Focus Groups on Jewish Educators:" This project is proceeding as scheduled. However, in parallel, preliminary contacts have been made to consider the feasibility of carrying out the project in South America, Mexico, France and South Africa. This would allow the researchers to provide us with a more universal and comparative picture of the field of senior personnel. The additional cost for expanding the project for the free world outside of the U.S. is \$20,000. This includes the addition of quantitative data to support the focus group data and validate it.

#### IV. Next Steps:

With the launching of the community project, the expansion of the training program in Israel, the completion of part of the research and the Consultation on Training about to be held in Jerusalem, the Senior Personnel project offers possibilities for development in the realm of Senior Personnel on a number of fronts. By its December 1987 meeting, the Committee will be presented with a preliminary development plan to meet the goals of significantly increasing the number of trained Senior Personnel and alternatives strategies for development.

APPENDIX 1

MEMBERS OF JOFFE COMMITTEE

Mr. Isaac Joffe (Chairman)

Prof. W. Ackerman

Ben Gurion University of the Negev

Prof. S. Fox

The Jewish Education Committee

Mr. A. Hoffmann

Melton Center, the Hebrew University -  
Jerusalem

Ms. A. Hochstein

Nativ Policy & Planning Consultants

Mr. Z. Inbar (ex-officio)

Joint Program & Pincus Fund

Mr. Y Mayer

Dept. for Torah Education & Culture, WZO

Mr. M. Revivi

Youth & Hechalutz Dept., WZO

Dr. E. Tavin

Dept. of Education & Culture in the  
Diaspora, WZO

Mr. H. Zohar

World Zionist Organization





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**PART-TIME EDUCATION**

Mr Fred Worms (Chairman)

**JEDT YEARBOOK**

Mr Derek Taylor (Chairman)

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Mr Simon Caplan

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Charity Commissioners  
Reg. No. 313443

**Senior Personnel For Anglo Jewish Education**

Considerable work has been done in analysing the Senior Personnel needs of the U.K. over the next five years in preparation for a meeting between Mr. Mendel Kaplan (Chairman of the Personnel Sub Committee of the Jewish Education Committee of the Jewish Agency) and representatives of the Jewish Educational Development Trust.

Purpose of meeting: To discuss at an advanced stage our negotiations with the Jewish Education Committee for implementation of a senior personnel project.

Data Submitted: A brief paper on Senior Personnel outlining:

- a) The reasons for embarking on a major Personnel project.
- b) The justification for a Senior Personnel approach.
- c) Statistical data relating to the need.
- d) A theoretical approach in response to the need.
- e) The financial ramifications of such an approach.
- f) Case studies to illustrate the possible impact of such a project.

Simon Caplan  
Director  
30th April 1987.

#### [A] Reasons for Project:

The last few years have seen the beginnings of a Renaissance in Anglo Jewish Education in quantitative terms. Substantial additional school places have been made available at new schools such as Sinai, Independent, Bury & Whitefield, Rosh Pinah, and the Ilford Primary School. The educational support industry is blossoming through the Institute of Jewish Education, Manor House and a number of independent fringe organisations. The demands on the Jewish educator for innovation and creativity have never been greater - computer technology, Ivrit B' Ivrit, Modern Jewish History, Values clarification, the integration of Jewish and secular studies have all been thrust on to the system and accepted in varying degrees within a remarkably short space of time.

These are exciting times.

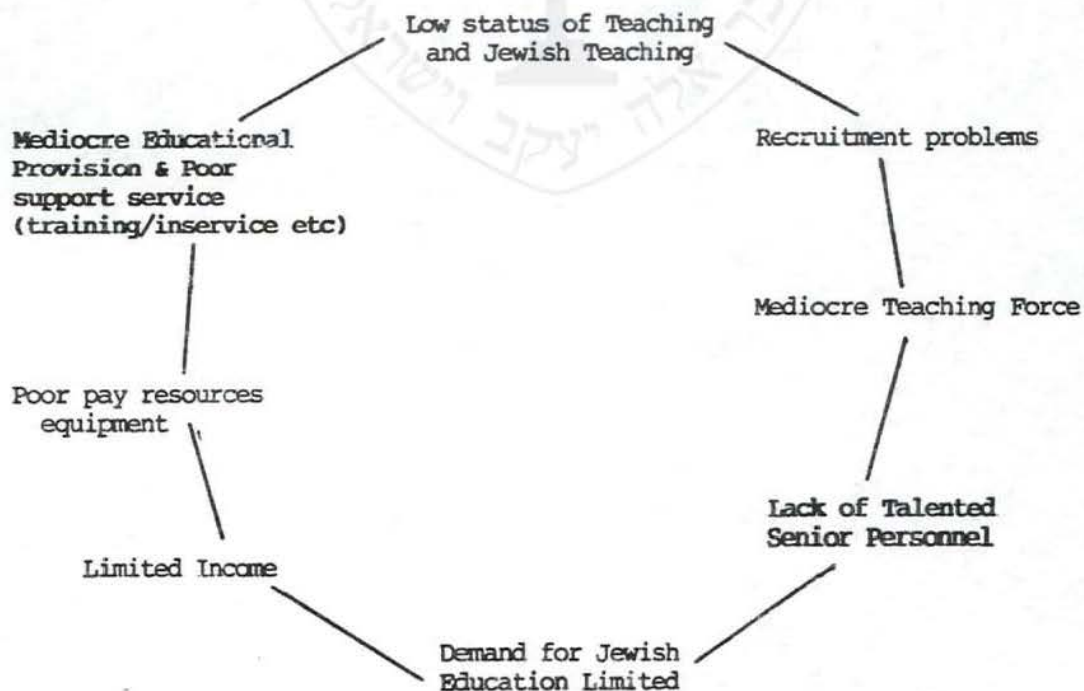
It is nevertheless clear that our Jewish Education system has feet of clay. There is no sense of confidence in the community that real improvement will follow on from the bevy of changes the last decade has seen.

Why?

The answer is straightforward. There is a dearth of qualified talented educational personnel at all levels. The schools, and the central organisations even with a wave of new ideas and methods, simply cannot fulfil their potential without exceptional people to teach, to develop and to lead.

A simple problem. And yet the personnel issue has not, to date, been given any prominence on the communal agenda, despite the fact that everyone recognises it as a significant if not the significant limitation on our current level of achievement.

We believe that the problem has not been tackled because it is perceived to be too complex to be treated. The reasons why we are so lacking the manpower we require can be viewed diagrammatically as a "cycle of educational disadvantage" in which each point is both cause and effect. It looks like this.





Eventually we must tackle every point on the cycle. Each is relevant and basic. This however, would impose a task, both educational and financial, which is beyond the resources of our community at present. We believe, in the circumstances that the most sensible and most effective strategy would be to tackle the lack of senior personnel to lead our efforts.

**[B] Justification For Senior Personnel Approach:**

**1) It is the key to a Full Solution:**

We believe that an additional supply of "exceptional" senior educators will impact an almost every point on the cycle of disadvantage.

Talented professionals at the top raise the status of the profession in the eyes of children, parents and layleaders. They provide a positive image of the profession which aids recruitment and ultimately the quality of the teaching force, they demand proper reward and proper servicing in terms of support and equipment and materials, and of course, they ensure constant improvement in the quality of the education that is on offer.

Talented senior educators can break the cycle of disadvantage.

**2) It makes practical educational and financial sense:**

We believe that a senior personnel drive is feasible both educationally and financially.

A rough outline scheme with provisional costings forms part of this memo as a basis for discussion. It being understood that clear definition and parameters must evolve out of full negotiations with the relevant educational bodies.

**[C] The Need: A Statistical Analysis.**

The following tables are the result of informal data gathering involving the senior professionals of all relevant educational bodies. Neither informal nor adult education was considered under the terms of this initial datagathering.

The figures are representative of approximately 70% of the total number of positions available - the shortfall being due to the large number of single independent schools and organisations who could not be covered without indepth research.

We have to fill a minimum of between 40-50 key positions within three - five years. We have available some 11 individuals who are potentially suitable - only 3 of whom do not need further training.

We are at the edge of a precipice.

Nevertheless a relatively limited adjustment could make a substantial impact. Twenty new senior educators recruited from within Jewish Education, within Education, and from other professions, combined with a continuation of current policy to recruit far more talented young people into the ranks and then to nurture their careers, could produce dramatic results within 5 - 10 years.

We believe that task must begin in earnest immediately.



RESPONSES TO QUESTIONNAIRE ADDRESSED TO SENIOR PROFESSIONAL HEADS OF CENTRAL EDUCATIONAL BODIES (FORMAL EDUCATION ONLY)

(1) Identifiable named vacancies  
occurring 1987-1990.

(2) As (1) which may  
become vacant.

(3) Possible new appointments  
to be created 1987 - 1990

Sector Position	Cent.Orthodox inc.U.S., ZFET Torah Dept.	Reform/ Liberal	Luba- vitch	Total	Central Orthodox	Central Orthodox	Reform/ Liberal	Total	Total
Head Teacher	8		4	12	4	1	1	2	
Head of Dept.	9		4	13	1	2		2	
Deputy Head	1	1		2		2	1	3	
Head of Part	1	1		2					
Day School Advisor		2		2		3		3	
Special Education						2		2	
Director	1	1		2					
Synagogue Director of Education		4		4					
Researcher		1		1		1		1	
Education Officer						3		3	
<b>Total</b>	<b>20</b>	<b>10</b>	<b>8</b>	<b>38</b>	<b>5</b>	<b>14</b>	<b>2</b>	<b>16</b>	<b>59</b>
Potential candidate (with training)	5	3		8					
Potential candidate (without training)	3			3					11

[D] A possible Response to the need.

Immediate Action:

- 1) The recruitment of between 10-25 potential senior educators.
- 2) The formulation of individual handtailored programmes of intervention to train this force over a period of 3 - 5 years.
- 3) The appointment of an educational task force to oversee and participate in recruitment training and ultimately in placement.
- 4) The utilisation of all relevant training programmes and institutions both locally and in Israel and elsewhere as appropriate to each individual.
- 5) The strengthening of local institutions to accommodate the needs of the project.
- 6) The formulation of a scholarship and incentive package to assist recruitment.

\* It should be understood that training and funding will differ from candidate to candidate. For some a full scale 3 year Israel based programme might be appropriate. For others intervention may take the form of an evening class or a tutorial relationship without the necessity for extraction from current employment.

\* It should also be understood that the project can succeed with one candidate as well as with 25. Economies of scale may operate, groups blocs of need might average out of numbers - but the principle holds good whatever the number.

\* A further important and complicating factor will be the relationship between individuals and specific senior positions. The ideal would be to target each individual for a particular appointment from the outset. However, this will clearly not be the modus operandi in the majority of cases for obvious reasons.

We are proposing an immediate and pragmatic approach. It is, however, envisaged that a more sophisticated identification of the task will be evolved in tandem with this approach to include:

- a) Definitions of criteria for identifying senior educators.
- b) Definitions of job types and hence training needs in preparation.
- c) Design of appropriate training modules to assist in training both locally and abroad.
- d) Research into other factors effecting the senior personnel position including incentives, career structure and so on.



## [B] Financial Ramifications

There is no single approach, course or institution that can, by itself, produce a cadre of exceptional Senior educators. The case studies appended are the best illustration of how the project would impact on particular individuals.

Some elements are, nevertheless identifiable as basic to the operation. These include:-

- 1) A central structure including Educational Task Force that would be the "office" for the project - a recruitment/consultative agency - a facilitator and coordinator of individual programmes - a monitor and supervisor of "students".
- 2) A scholarship/fellowship fund to pay for support of candidates full of part-time, to subvent salaries of such candidates where necessary, to pay institutions for training courses, for travel - particularly to Israel and so on.

As an illustration one might take the cost of producing one individual who might need say:

- 1) A one year fulltime Fellowship and two years parttime scholarship at £25,000.
- 2) Buying into Education services at various institutions at £5,000.
- 3) Relocation in Israel for one semester fulltime or three summer courses at £10,000.
- 4) A proportional cost in supervision/administration etc. at £5,000.

In other words it would cost approximately £45,000 spread over three years to produce one such individual ready to occupy a Senior Educational position.

On this basis the cost of a full Senior Personnel Project aiming to bring in some 25-30 individuals over three years would be in the region of £1,500,000 or \$2,460,000 (1.64).



## [F] How the Senior Educator Project will operate in practice

### Three Hypothetical Case Studies:

Mr.A. is a qualified teacher working in one of our Jewish Day schools in London. He has built up a good reputation in the 5 years he has been teaching and is regarded as a prospect for promotion. However, with a wife and three children, he has been forced to take on a parttime ministerial post and Sunday teaching in order to supplement his income. This inevitably dissipates his ability to concentrate entirely on making a success of his first employment, in the crucial early years of his career.

Mr.A. is, incidentally, a rare bird in being a male, first income winner, who has remained in Jewish Education. He is highly idealistic, and not without ambition to achieve promotion, but he knows that his personal status combined with the financial constraints of the profession make it well nigh impossible for a career development to take place. Evening classes, management seminars, study leave or anything that might involve relocating a family are quite simply out of the question.

Mr.A. knows that something must change. Either a promoted post will become available which he can take without moving or he will move out of Jewish Education altogether. Either way, he is a frustrated man because he knows that he needs more personal development to proceed - and yet he is a prisoner of his own circumstances.

If Mr.A. were to join the Senior Personnel project he could be offered a personal development programme over 2-3 years which might include:

- a) Management training
- b) More specialist Jewish study
- c) Shortterm inservice programmes in Israel
- d) Experience of other day schools
- e) A tutorial relationship with a senior tutor

Mr.A. would be offered scholarship income to ensure that he could concentrate on training rather than on the financial needs of his family. Fees to institutions would be paid so that he could benefit from the best possible courses. Most importantly Mr. A would become part of a framework seeking to maximise his potential to the system and not, as before, a prisoner of fate, pursuing less than good options because of short term need.

Within 3 years Mr. A will either join the staff of Jews' College as a teacher trainer or accept a headship in a London Jewish Day School.

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Mrs.B. Is a mother of two, both recently married, and at the age of 46 looking to pick up a career in teaching that ended somewhat abruptly 25 years ago. She is trained and qualified, and she was regarded as a most promising educator at her first school, where she taught for three years before becoming pregnant.



Mrs. B comes from an average to committed United Synagogue background. Her Judaic knowledge is somewhat limited. She loves and understands Primary school children. She is a highly organised and competent individual. She is totally out of touch with modern developments in education. She is talented and with 20 years to give to Jewish Education. But .... she is almost unemployable.

If Mrs. B. were to join the Senior Personnel project she could be offered a 2-3 fulltime development programme which might include:

- a) Higher Jewish study
- b) Modern teaching methods
- c) Specialisation in an area of Jewish Education
- d) Supervised and centrally support placement in day schools
- e) Seminars in Israel

Mrs. B. would be given constant tutorial support, scholarship funding to make it possible for her to leave the house and participate in training, and an entry point into modern day schools via centrally sponsored placement. Day schools would not take a risk on Mrs B visa vi employment. They would gratefully accept additional parttime support from a potentially talented individual at no extra cost to themselves.

Within two years Mrs B will become a fulltime teacher at a Primary school. Two years later she will be promoted at the school or will move to another as Headteacher.

## ARCHIVES

Rabbi C. Is a highly dynamic young man of 28. He is training to be an accountant. He comes from a religious family, learned Judaically with a Semikhah from Israel after 4 years in Yeshiva and an Oxford degree in English.

Rabbi C did think quite seriously about a communal career but dismissed it as "unfashionable" and "unprofitable". He is not without a guilty conscience and some idealism. He was a Bnei Akiva Madrich - an excellent informal educator, and he still teaches at a Teenage Centre (he has done this for 4 years now). Whether he will continue to do so when he is more affluent in 3-4 years time is doubtful. Rabbi C writes educational material for Bnai Akiva. He clearly has a gift in this direction; though an untrained one.

A provincial community once approached Rabbi C to become their Education Director. He looked into the possibility very seriously, but in the end, the community would not offer a senior education post to an unqualified candidate, and Rabbi C would not countenance the idea of training professionally, entering at low pay levels and waiting, when faced with alternatives such as accountancy offering greater respectability and better pay from day one.

If Rabbi C were to join the Senior Personnel project he could be offered a five year development programme during which time he would be well supported whilst obtaining the following credentials and experience.

- a) Teacher Training
- b) Specialisation in Training
- c) At least two years fulltime and two years parttime experience in teaching.

After 5 years Rabbi C will be offered a Days Schools advisory or curriculum development post at the Institute of Jewish Education.

## APPENDIX 3

### LIST OF PARTICIPANTS

#### CONSULTATION ON TRAINING, JUNE 1987

Prof. W. Ackerman	Ben Gurion University of the Negev
Dr. T. Ariav	Tel Aviv University
Dr. H. Deitcher	Jerusalem Fellows
Ms. S. Ettenberg	Jewish Theological Seminary of America
Prof. S. Fox	The Jewish Education Committee
Mr. H. Hanniel	Dept. for Torah Education & Culture, WZO
Rabbi. R. Hirt	Yeshiva University
Ms. A. Hochstein	Nativ Policy and Planning Consultants
Mr. A. Hoffmann	Melton Center, the Hebrew University - Jerusalem
Prof. M. Kerem	Oranim, School of Education of the Kibbutz Movement
Ms. R. Kleinberg	Jerusalem Fellow; educator from Mexico
Ms. S. Lee	Hebrew Union College, Los Angeles
Mr. Z. Mankowitz	The Jerusalem Fellows
Dr. A. Mars	University of Judaism
Rabbi J. Rabinowitz	Yeshiva University
Dr. B. Reisman	Brandeis University
Prof. S. Reshef	Tel Aviv University
Mr. M. Revivi	Youth & Hechalutz Dept., WZO
Mr. J. Roitman	Fonds Social Juif Unifie
Dr. M. Rosenak	Melton Center, the Hebrew University - Jerusalem
Dr. S. Shevitz	Brandeis University



Dr. A. Schiff	Board of Jewish Education of Greater New York
Dr. O. Shremer	Bar Ilan University
Dr. P. Steinberg	Hebrew Union College
Dr. E. Tavin	Dept. of Education and Culture in the Diaspora, WZO
Dr. J. Woocher	Jewish Educational Services of North America (JESNA)
Mr. H. Zohar	World Zionist Organization Educator from South Africa



## APPENDIX 4

## EVALUATION QUESTIONNAIRES RETURNED

## PROGRAMS FOR SENIOR EDUCATORS

AS AT 2.6.87

No. of Questionnaires			
Type of Questionnaire		TOTAL	RETURNED
Jerusalem Fellows			
1. Graduates		23	19 (83%)
2. Participants		13	12 (92%)
3. Candidates		27	18 (67%)
Senior Educators Programs			
1. Graduates		61	32 (52%)
2. Referrants of graduates		73	45 (62%)
3. Participants		15	12 (80%)
TOTAL		212	136 (64%)