



## A WORD FROM YOUR NEWSLETTER EDITOR

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The Summer period is the Conference season. If it wasn't too expensive and impractical, many of us could travel from one academic venue to another from May to August. In this edition of the Newsletter, you will find details of conferences and programmes taking place during the coming months. The most important dates for your diary are, however, are those of our own Network Conference, from June 4 – 6 at HUC-JIR, New York. Alex Sinclair, 2006 Conference Program Chair, shares with us some of the upcoming highlights of the conference. Any annual event is an opportunity to mark a finite period of time. Where have you published since last June? What research have you initiated? How has your work developed? Our conference is also an opportunity to renew friendships, meet new colleagues and catch up with professional and personal news. I look forward to seeing you in New York.

ARTICLES FOR THE FALL 2006 NEWSLETTER SHOULD REACH ME BY THE END OF SEPTEMBER 2006.

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## NEWS FROM THE CHAIR

Lisa Grant, Chair • [lgrant@huc.edu](mailto:lgrant@huc.edu)

This semester I have the privilege and pleasure to be teaching in Jerusalem. Back in New England where I usually make my home, the signs of spring are still few and far between. But, here in Jerusalem, the winter is past and the rain is (mostly) over and gone. I'm not sure I could recognize the call of a turtle dove, but the birds are in certainly in full voice outside my Jerusalem window. It's a wonderful time of renewal and reconnecting with colleagues and sharing ideas over coffee in cafes rather than through our normal electronic modes of communication. (*continues*)

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**20TH ANNUAL CONFERENCE  
JUNE 4 - 6, 2006 • HUC-JIR, NEW YORK**

Jo Kay, *Conference Chair* • j.kay@huc.edu

(continued from p.1)

The spring sunshine reminds me that in just a few months, we will have another wonderful opportunity to reconnect with old colleagues, meet new colleagues, and engage in substantive conversations about research in Jewish education at the 2006 NRJE conference that will take place at Hebrew Union College in New York. In this newsletter, you will find a preview of some of the sessions and other information that will surely entice you to join us on June 4-6. By then, I imagine it will even be spring in New York!!

It has been a busy winter for the Network for Research in Jewish Education. Our BIG news is that the Mandel Associated Foundations (MAF) has agreed to become the patron of the Journal of Jewish Education which is a wonderful vote of confidence for the Journal and assures our financial stability. We all extend our deepest thanks to Gail Dorph, Michael Zeldin, and Wendy Rosov who were all so instrumental in shepherding this process to a happy resolution. In other administrative news, we have finalized the transfer of membership management services to Taylor & Francis, the publisher of the Journal of Jewish Education. Membership renewal forms are available at [www.nrje.org](http://www.nrje.org). NRJE members now also have on-line access to the Journal of Jewish Education as explained in a separate article in this newsletter. And I am delighted to announce that we have finally been awarded 501(c)3 tax-exempt status by the Internal Revenue Service which should help us greatly with fundraising.

Since this is my first year at Network Chair, I am still on a learning curve and find that I am most impressed by the hard work, time commitment, and creativity of many people who dedicate themselves to the health and well being of the Network. I can't imagine a more competent and caring planning team of Alex Sinclair and Jo Kay for the 2006 conference. I am ever grateful for the sage wisdom and counsel of my predecessors Alex Pomson and Carol Ingall. It's a delight to be not only in the same time zone but the same neighborhood as Alex, and Carol is so incredibly responsive by email that it is almost as if we are in the same place. I am also most appreciative of Diane Schuster who has taken on the role of Chair of the Young Scholar's award committee and of Helena Miller who is our newsletter editor. But it is the behind-the-scenes, constant work of our treasurer Wendy Rosov and Rebecca Halpin our administrative assistant at JESNA that truly keeps the Network on track and moving forward. We all benefit from their efforts on our behalf.

I look forward to celebrating all of the Network's accomplishments and continuing our work of sharing our research and generating new ideas at HUC in New York this June 4-6. May the spring bring good things to us all.

The 2006 Network Conference will be held at Hebrew Union College-Jewish Institute Religion's New York City campus. HUC was launched as the first Jewish institution of higher learning in America in 1875. In 1950, HUC merged with the Jewish Institute of Religion, (JIR), created by Rabbi Stephen S. Wise. Today, HUC-JIR has four vibrant centers of learning in Cincinnati, Jerusalem, Los Angeles and New York, offering academic and professional training for rabbis, cantors, educators and communal service professionals and scholars.

The New York City campus of HUC-JIR is situated in lower Manhattan, in the heart of Greenwich Village, and surrounded by Jewish museums, libraries, cultural centers and major universities. NYC in June offers visitors the opportunity to explore such historical sites as Ground Zero, the Statue of Liberty and Ellis Island. Tours abound taking visitors through the "Jewish Lower East Side," where one can taste Jewish delicacies from knishes to bialys. Or, you can spend time at the Museum of Jewish Heritage or the Center for Jewish History, each located a short distance from the college.

Regarding hotel accommodations, there are a limited number of rooms reserved for Network participants at each hotel listed on your registration form. If you plan to arrive prior to the conference, you will need to reserve those rooms early. June is a month when NYC is typically filled with tourists. All reservations must be made personally and independent of your conference registration. Please make sure to let the hotel know that you are part of the "Hebrew Union College" group. Hotels will be holding these rooms until the end of April or the first week in May.

NYC transit provides easy access to all hotels, cultural sites and to HUC-JIR. Participants will responsible for their own transportation.

As we are reminded in *Parshat Naso* (scheduled reading during the week of the conference) the three-fold Priestly Benedictions offer us blessings of life, wisdom and peace. By sharing our research, by studying and celebrating our work and by networking as colleagues and friends, we will surely be blessed in many ways.

I look forward to seeing you all at HUC-JIR in June.

*L'shalom,*  
Jo Kay

**NEW YORK, NEW YORK...**

Alex Sinclair, *Program Chair* • alexjts@gmail.com

**The city that never sleeps.** Here you'll find flamboyant Broadway musicals, fine dining, penthouse apartments that cost about the same as a small African country's annual GDP, but most importantly of all, in the first week of June, the biggest collection of Jewish educational researchers in one place in history. Yes, between Sunday June 4th and Tuesday June 6th, 2006, we will be holding the 20th annual conference of the Network for Research in Jewish Education at the campus of Hebrew Union College – Jewish Institute of Religion.

This year's conference promises to be one of the most exciting in the Network's history. In terms of size, it may turn out to be the biggest, and I can already tell you that the papers, spotlights and consultations that will be offered are diverse, interesting, and of the highest quality.

Our opening plenary session will be devoted to the state of Israel education. The panel will include Jonathan Ariel, the director of the Jewish Agency's North American Coalition for Israel Engagement, Dr. Steven M. Cohen, the renowned Jewish social scientist and co-author of *The Jew Within*, and Dr. Lisa Grant, current chair of the NRJE, and will be moderated by Dr. Alisa Rubin Kurshan, Vice-President of Strategic Planning at the New York UJA Federation. The goal of the panel will be to ask how program creators, social scientists and educational researchers can talk, think and work together in service of what the field needs in this crucial area. As such, this opening plenary promises to be a unique and unprecedented opportunity to address a critical educational concern from these multiple perspectives.

This year, we have a series of spotlight sessions that examine different areas of Jewish educational research. Spotlight sessions are intended to spark dialogue and broaden thinking about key issues in our field. Thus one session, on vision-driven educational institutions, will be led by Dr Daniel Pekarsky, with contributions by Drs Barry Holtz, Isa Aron and Devorah Steinmetz. Another session will look at the Jewish identities of under-35-year-olds and the implications thereof for Jewish education. And another spotlight session, led by Drs Bethamie Horowitz and Sharon Feiman-Nemser, will focus on teachers' personal and professional identities in formation.

Of the many papers that will be given at the conference, some of the subjects include the identities of Jewish teachers in the former Soviet Union; an examination of the role of parents in Jewish day school communities; studies of best practice in informal Jewish education; analyses of the motivations of second career rabbinical students; historical studies relating to figures like Dewey, Kaplan, and Dushkin; issues in Jewish pluralism; and some new research on Jewish early childhood education. The variety of subjects is impressive and attests to the growth and maturation of our field.

Finally, a series of more informal "consultation over coffee" sessions will give us the opportunity to come together and sit in a more informal setting, drink coffee, and consult with each other about works in progress, ideas in the initial stage of formation, or research that is not quite ready for final exposure. These consultations are being offered by doctoral students who are seeking advice in framing an aspect of their dissertation, as well as by veteran researchers who are embarking on the initial stages of ambitious new projects. We hope that these consultation sessions will encourage collaboration, cross-fertilization of ideas, and the creation of a research community: ultimately, these are the reasons for a Research Conference in the first place.

Yes, in New York you can see Spamalot, eat at Le Marais, and live on Central Park West. Well, let's be honest, if you're in Jewish education, the third of those may be pushing it a little. But you can spend this "summer in the city" doing something much more interesting. The NRJE Conference may not be as funny as Monty Python, and the catering may not quite be cordon bleu, but the intellectual food for thought and the opportunities for stimulating collaboration and warm collegiality will be limitless. I look forward to seeing you at HUC in NYC on June 4th-6th. And if you want, you can do dinner and a show on the 7th.

\* \* \* \*

## EXCITING DEVELOPMENT

Michael Zeldin, *Senior Editor, Journal of Jewish Education* • [mzeldin@huc.edu](mailto:mzeldin@huc.edu)

The Mandel Associated Foundations (MAF) has agreed to become the patron of the *Journal of Jewish Education*. Based on the editorial content in the first year and the business plan, the Foundation has decided to support our endeavours. This decision represents a vote of confidence in the newly re-launched *Journal* to which many Network members have already contributed.

A special word of thanks to Gail Dorph who served as our liaison to the Foundation and advocated forcefully on behalf of the *Journal*. Thanks also to Wendy Rosov, who joined with Gail and me preparing the materials to support our request. Finally, thanks to the editorial board and the contributors to the *Journal* for all your support.

With Network members continued involvement, and the support of MAF, we look forward to a bright future for the *Journal* and its owner, the Network for Research in Jewish Education.

## GENERAL CALL FOR PAPERS

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

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

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

Specific questions regarding submissions should be directed to [JournalofJEd@aol.com](mailto:JournalofJEd@aol.com).

## CALL FOR RESEARCH

Each year, the *Journal of Jewish Education* makes available to its readers an annotated bibliography of the most current research in Jewish education. Criteria for listing in the annual update include that the research contains data relevant to Jewish education and that a report on the research is available to scholars online or that the author and/or sponsoring agency will provide access to the report. Researchers and institutions wishing to have research reports included in future Research Updates may submit a brief description of the report, including how one could gain access, to [JournalofJEd@aol.com](mailto:JournalofJEd@aol.com).

## CALL FOR PAPERS FOR UPCOMING THEMED ISSUES

**Curriculum Integration Revisited and Researched**  
INTENT TO SUBMIT REQUESTED JULY 1, 2006 (NEW DATE);  
MANUSCRIPT DUE BY JANUARY 1, 2007

Writing in *Jewish Education* (the forerunner of this journal) in the winter of 1978, Bennett Solomon analyzed a widespread interest in

the correlation or “integration” of general and Jewish studies in Jewish schools. Over the following years, Solomon’s analysis has provided the starting point for vigorous debate around the problems and possibilities for the curriculum integration of Jewish and general studies.

Taylor & Francis, publishers of this *Journal*, are digitizing Solomon’s piece making it available online to subscribers. To mark this occasion, the *Journal* will revisit some of Solomon’s assumptions and conclusions. The *Journal* invites papers that research the purposes and practices of curriculum integration. Research studies from diverse settings as well as those that employ a wide range of research methodologies and conceptual pieces are welcome. Papers may explore this topic from within a variety of disciplines and intellectual perspectives. The *Journal* also welcomes inquiries into the ramifications of integration, for example in relation to teacher education, school organization, and the assessment of learning. Successful articles will describe the context of their inquiry, detail the research methods used, highlight key findings, and discuss implications for the field of Jewish education and other cognate fields.

**Teaching and Teacher Development**  
INTENT TO SUBMIT REQUESTED BY JANUARY 1, 2007;  
MANUSCRIPT DUE BY JULY 1, 2007

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

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

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

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

Specific questions regarding submissions should be directed to [JournalofJEd@aol.com](mailto:JournalofJEd@aol.com).

## YOUNG SCHOLARS AWARD

In 1999, the Network for Research in Jewish Education established a Young Scholars Fund designed to assist graduate students through annual grants in support of individual research projects.

Grants are awarded yearly to individuals who are members of the Network (student membership is \$50. Grants will be considered for amounts from \$500 to \$2000. Grants may be used for expenses such as books and publications, travel (to attend conferences or to conduct research), technical and/or clerical support, purchase of equipment, and child-care.

To apply for a grant, candidates need to write a letter of intent, describing their research project and the progress they have made to date. A brief (2-3 page) proposal or abstract should be enclosed with the letter.

The following information must be included in the letter:

Name of the program in which they are enrolled

Name(s) of those guiding their research

How the funds provided by the Network will be used.

In addition, other funding sources, excluding personal and family support that they have received during their graduate studies should be indicated.

[Please note that, in accordance with IRS regulations, recipients of the Young Scholars Award will be responsible, within two years of receipt of the award, for substantiating the use of funds in accordance with the permitted purposes, as listed above.]

Deadline for receipt of letters of intent for grants to be made in the Spring of 2006 is March 15, 2006. The grant committee will acknowledge receipt of all Letters of Intent and will request further information if necessary.

Please send all letters of intent as email attachments to Diane Tickton Schuster, Chair, Young Scholars Awards Committee, at [dt.schuster@verizon.net](mailto:dt.schuster@verizon.net).

## JUNE 6-7 COLLOQUIUM FOR DOCTORAL STUDENTS IN JEWISH EDUCATION IN NYC

Are you a doctoral student in Jewish education looking to meet and network with doctoral students from across North America? We invite you to join us for a first-time-ever 24-hour colloquium for doctoral students in Jewish education that will take place in New York City on June 6-7, immediately following the Network for Research in Jewish Education (NRJE) Conference. Come to the NRJE conference in June, and then stay in New York City an additional 24 hours to network and share your research with fellow doctoral students.

The colloquium will be held at the Edgar M. Bronfman Center for Jewish Student Life, 7 E. 10th Street in Manhattan, from 5pm on June 6 until 4pm on June 7 and will include three kosher meals together. For those who are coming from out of town, we will offer home hospitality. The colloquium will include time to meet one another, find out about our areas of interest, share resources, discuss the challenges we encounter in studying Jewish education, present emerging research in small group meetings and poster sessions, form smaller "interest-based" groups that could meet subsequently, and even an "erev kef" in the evening. We hope this colloquium will become a yearly event.

How to register: We will be e-mailing an application to all doctoral students in Jewish education who are members of the NRJE. You can also register by sending the following information to [NRJEdocstudents@yahoo.com](mailto:NRJEdocstudents@yahoo.com) no later than May 15:

a) Your contact information, b) A short description of your work, c) whether you are interested in: presenting to small group for feedback, poster session, or facilitating a small group session, and; d) whether you need or are willing to offer home hospitality

Questions? Contact Renee Rubin Ross at [rjr300@nyu.edu](mailto:rjr300@nyu.edu) or Sara Shapiro-Plevan at [NRJEdocstudents@yahoo.com](mailto:NRJEdocstudents@yahoo.com).

## PROJECT KAVOD

Judi Resnick • j.resnick@caje.org

CAJE's Advocacy Commission, with grant funding from the Covenant Foundation, launched a three-year pilot project to improve the culture of employment in Jewish education in Miami-Dade County, Florida. Called "Project *Kavod*" to reflect the honor and respect of education in Jewish culture, the project is now in its third and final year.

Project *Kavod* partners are working together to improve the quality of Jewish Early Childhood (JEC) education by creating a community consensus that increases the recruitment and retention of teachers working in Early Childhood Jewish education (JECE) and to improve the culture of employment in JEC schools. Early childhood educators were selected as the target population because it is being seen as the gateway to strengthen both the children's and families' Jewish affiliations and to enhance their Jewish identities. JECE educators are also the least compensated full-time employees in Jewish education.

Project *Kavod* community partners include: the Coalition for the Advancement of Jewish Education (CAJE), the Miami-Dade's Center for the Advancement of Jewish Education (CAJE-M), the Greater Miami Jewish Federation (GMJF), the Dave and Mary Alper Jewish Community Center's Early Childhood Center, Bet Shira Congregation's Early Childhood Center, Rabbi Alexander S. Gross Hebrew Academy's Early Childhood Center, and Temple Beth Sholom's Early Childhood Center.

The Project is being staffed by Eli Schaap (the Assistant Executive Director of CAJE), Margie Zeskind (Early Childhood Director of CAJE-Miami) and Pat Bidol Padva, Ph.D. (Project Change Consultant).

Using a collaborative approach to include the viewpoints and expertise of all involved parties to create a change strategy to successfully transform Jewish Early Childhood education in Miami-Dade, the project has, so far, created a foundation of consensus for project partners; enhanced the vision, commitment and change capacity of partners; assessed the current JECE culture of employment in the area through surveys; and begun to design a potential change strategy.

The Project *Kavod* Task Force also has issued a list of action recommendation:

- Create JECE Community and Site-Level Visions and Strategic Plans,
- Increase Community Understanding and Appreciation of JEC Education and Educators, and
- Increase JECE Salaries and Benefits.

The four local sites also are creating options to enhance the culture of employment for each site's JECE.

Additionally, CAJE's Advocacy Commission and its Early Childhood Department have commissioned the creation of a

text-based curriculum on Jewish values related to employment of teachers and directors. The Project *Kavod* Community Committee will convene community-wide training sessions using this curriculum for JEC educators and for the general community.

After the project partners collaboratively create a change strategy, they will create actions that complete the following phases of their collaborative approach: analyze the impact of the potential change strategy, plan and implement the change strategy, celebrate the transformed JECE culture of employment and monitor and refine the transformed JECE culture of employment.

## POSTDOCTORAL FELLOWSHIP IN JEWISH EDUCATION AT THE MANDEL CENTER, JERUSALEM

The Mandel Center for Studies in Jewish Education at Brandeis University invites applications for a two-year residential Postdoctoral Fellowship, to begin on July 1, 2006.

The Postdoctoral Fellow will be encouraged to assume intellectual responsibilities within the Center's collaborative research environment. When appropriate to the Fellow's professional goals, she or he may be invited to teach in Brandeis' Education Program or within one of the Center's programs. In addition, the Fellowship will provide time and support for the pursuit of the Fellow's individual research agenda. The Fellow will report directly to Sharon Feiman-Nemser, director of the Center.

Appropriate candidates will have strong academic research background in teaching and teacher education, the pedagogies of Jewish Studies, or Jewish education more generally; teaching experience in and familiarity with schools (Jewish or general); intellectual independence; and commitment to the mission of the Center. The Fellowship is targeted towards those within three years of completion of the Ph.D.

To apply, please send a c.v., a chapter or article based on dissertation or current research, a personal statement including a description of research interests in Jewish education, and three letters of recommendation by January 31, 2006 to:

Mandel Postdoctoral Fellowship  
The Mandel Center for Studies in Jewish Education  
Brandeis University Mailstop 049  
Waltham, MA 02454

For more information about the Mandel Center, please visit our website: <http://www.brandeis.edu/mandel>. As an EEO/AA employer, Brandeis University is committed to building a diverse faculty and invites applications from women and minorities.

Don't miss this singular opportunity!

## Jewish day school leaders:

Become part of a growing and dynamic professional network of over 170 educational leaders from 8 countries who have already participated in our leadership programs.

The Eighth Annual Principals' Program,  
Lookstein Center, Bar-Ilan University

The Summer Seminar, July 10-20, 2006,  
Ramat-Gan & Jerusalem, Israel

The Principals' Program provides Jewish educational leaders the opportunity to explore the dynamics of school culture and school change, empowering them through the development of new perspectives and strategies to deal creatively with the unique challenges day school administrators face.

The Principals' Program includes five components:

- Pre-program preparatory activities
- A ten-day summer seminar in Israel
- Completion of a post-seminar, individual, year-long in-school action research project guided by a Lookstein mentor
- Participation in an on-going electronic discussion group
- A mid-winter follow-up seminar in North America

School heads, principals and assistant principals from North American day schools are eligible for this program.

To read more about the Principals' Program, [click here](#).

The \$2500 cost of tuition, room and board for North American participants accepted to the program is covered by a generous grant from the AVI CHAI foundation. Participants are responsible only for their airfare and \$200 registration fee.

Application deadline:

April 3, 2006. To apply [click here](#).

**Registration is limited to 20 selected participants.**

## MERKAZ I.T. L'MORIM

Merkaz i.t. L'Morim Project, a co-operative venture involving the York University Center for Jewish Studies, the York University Faculty of Education and the UJA Federation Board of Jewish Education of Greater Toronto is pleased to announce two spring courses: 'Methods of Teaching Bible' and 'Themes in Modern Hebrew Literature'. This project aims to develop quality professional development courses which address identified Jewish teacher needs. Courses commence on April 26 and run for 13 weeks.

Merkaz i.t. L'Morim Project enhances the professional development of Jewish teachers in Canada and abroad by providing high quality, online, National Board of License accredited courses. The program draws on best practices in web-based distance learning to improve teaching and learning outcomes. For more information, course descriptions, and online registration, visit our website at: [www.arts.yorku.ca/mlm](http://www.arts.yorku.ca/mlm) or contact Avital Feuer at [avital\\_feuer@edu.yorku.ca](mailto:avital_feuer@edu.yorku.ca).

**NEWS FROM CAJE** • For more details, contact [eschaap@caje.org](mailto:eschaap@caje.org)

### Conferences 2006:

The Coalition for the Advancement of Jewish Education (CAJE) is sponsoring two exciting event this year:

#### THE EARLY CHILDHOOD AND DAY SCHOOL CONFERENCE

June 25 – 28, St. John's University, Queens, NY

**"Teaching the Whole Jewish Child,"** seeking to develop each student intellectually, emotionally, spiritually, physically and artistically so each is prepared and motivated to become an active participant within the Jewish community and beyond.

**Special Programs:** Novice Teacher Program, Change Organizing Intensive for Administrators, Grant Writing Seminar, Mentoring Program

#### THE 31ST ANNUAL CONFERENCE ON ALTERNATIVES IN JEWISH EDUCATION

August 6 – 10, Duke University, Durham, NC  
Pre-Conference and the *Shabbat* program honoring retiring Executive Director Eliot Spack: August 3 – 6.

**"Jewish Literacy: A learned community and a community of learners"**

### Special Programs:

The Consortium for the Future of the Jewish Family:  
Expanding the work of Whizin; Teen Leadership Kallah, Schusterman College Program, Grant Writing Seminar.  
For further information, please go to [www.caje.org](http://www.caje.org).

## Upcoming publications

**JEWISH GENETIC DISEASES.** This curricular publication for educators on Jewish health issues and genetic-related disorders is due out in the fall of 2006. Topics to be covered include:

- Torah texts on responsibility toward others, particularly toward the sick
- Rabbinic texts translating Torah precepts into halakha
- Jewish attitudes toward science
- An brief introduction to genetic disorders
- Jewish-related genetic disorders and communal responses
- Questions of halakha and medical ethics
- Other non-genetic-linked health concerns among Jews
- How the individual can contribute to solutions

**JEWISH EDUCATION NEWS.** The focus of the spring 2006 issue of CAJE's scholarly journal is "prayer." It will explore how we, as educators and as *daveners* ourselves, can help create and inspire a balance between *kavanah* and *keva*, while also delving into the place of spontaneous prayer.

**CHANGE WITHIN JUDAISM.** This year's *Beit Midrash* publication, to be published in August 2006, will offer material for chevru-ta and group learning in the areas of change within Judaism (an overview), changes of theology within Judaism, changing approaches to ritual, and changing responses to contemporary issues and changing faces of Judaism.

## NEWS FROM OUR MEMBERS

OFRA BACKENROTH, SHIRA EPSTEIN and HELENA MILLER will publish "Bringing the Text to Life and Into Our Lives" in the *Journal of Religious Education*, Fall 2006.

STUART CHARME has published "The Gender Question and the Study of Jewish Children," in the *Journal of Religious Education*, Winter 2005-6 (in press), and "The Political Transformation of Gender Traditions at the Western Wall in Jerusalem," *Journal for Feminist Studies of Religion*, 21 (1), Spring 2005, pp. 5-34. (This is historical background to the issues in my documentary film "Kotel: Jewish Teens on Gender and Tradition.")

MICHAEL SHIRE has published "Learning to be Righteous: a Jewish Theology of Childhood" in *Nurturing Child and Adolescent Spirituality*, Sasso S et al (ed) (2006) Maryland: Roman and Littlefield.

SHAUL FEINBERG has been elected Chair of the newly established Israel Chapter of the International Association for the Advancement of Curriculum Studies; at the organisation's forthcoming second Triennial Conference in Finland, Rabbi Dr. Feinberg will be giving a lecture: "Education towards Transcendence: Religious Motifs in Curriculum."



The  
**New Jewish  
High School**  
of Greater Boston

# GANN Academy

## תיכון חדש

### **POSITIONS AVAILABLE**

**GANN ACADEMY—THE NEW JEWISH HIGH SCHOOL OF GREATER BOSTON** is accepting applications for the following positions. Candidates should submit cover letter, resume, and other supporting documents to Reena Freedman, Dean of Faculty, Gann Academy, 333 Forest Street, Waltham, MA 02452, or via email to [rfreedman@gannacademy.org](mailto:rfreedman@gannacademy.org).

**GANN ACADEMY—THE NEW JEWISH HIGH SCHOOL OF GREATER BOSTON** is a pluralistic Jewish day school (9-12) committed to providing a challenging, nurturing, and inspiring education that integrates intensive Jewish studies with the sciences and the humanities. We challenge our students to cultivate their talents and interests in all areas of human potential: intellectual, artistic, spiritual and physical. Experiential learning and the art of disciplined conversation are key elements of our educational philosophy. Faculty are committed to a learning process that encourages creativity and critical thinking. The school is accredited by the New England Association of Schools and Colleges. For more information, please visit [www.gannacademy.org](http://www.gannacademy.org).

#### **Hebrew Department Chair**

Candidates should have significant experience teaching Hebrew to middle-school and/or high school students for whom English is a primary language, an advanced degree in Hebrew Language or Literature, and enthusiastic interest in working with high school students. Experience in the Proficiency Approach to Language Education is preferred, and an excellent command of spoken and written English is required. In addition to teaching and advisory responsibilities, the department chair is responsible for academic leadership and vision within the department, student placements, budget management, supervision of teachers and evaluation of courses, and oversight of departmental hiring.

#### **History Teacher**

The school seeks candidates for teaching year-long survey history courses on the origins of Western Civilization and/or modern European history. Candidates should have significant teaching experience, an advanced degree in History, and enthusiastic interest in working with high school students. Candidates should also have some background in Jewish history, a topic integrated into our history curriculum. Responsibilities include teaching a full-time load of four sections, serving as a student advisor, and coaching a sport or supervising a student club.