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

The Melton Centre for Jewish Education

From the Director: Prof. Jonathan Cohen



Let me begin by wishing all our readers a healthy and fulfilling New Year. With the completion of this entry, I conclude my three-year term as Director of the Melton Centre. This has been a most meaningful and rewarding period for me, and I would like to thank the entire staff of the Melton Centre – both academic and administrative – for all the help and support they have shown me during my “cadenzia.” In particular, special thanks go to those who took part in the day-to-day running of the Centre: Prof. Menachem Hirschman – Director of Academic Studies; Eti Gershon-Cohen – our Registrar in charge of students; Tlalit Ganz, Neta Levy and Liat Yacobi – our successive secretaries and, especially, to Carmela Hariri – our past Executive Director, whose contribution to the Centre was incalculable, and who served at my side throughout my term of office, even after her formal retirement went into effect. I would also like to take this occasion to wish Dr. Michael Gillis, the incoming Director, much success in his new position. Dr. Gillis was Educational Director of the Revivim program for the cultivation of teachers of Jewish Studies in Israeli high schools and the Director of the Division of Teacher Education at the Seymour Fox School of Education. He has also held a number of key positions at Melton and knows the workings of the Centre intimately. I am confident that under his experienced leadership Melton will grow and flourish.

Now for a few words on developments at the Melton Centre over the past year.

Just as our regular MA in Jewish Education continues to draw, and graduate, students of an especially high caliber, so our special programs, both veteran and novel continue to do the same. This remains true even though other institutions have launched programs that appear similar to Melton on paper (although they do not really approach the Melton program either academically or professionally). This reality

challenges us with more competition than we have experienced in the past. Nonetheless, our new Melton Blended Masters program is now completing its second cohort. The new group that came to Melton for the summer semester gave me a great deal of satisfaction. I was able to witness the quality and commitment of the students firsthand, and to sense their intellectual and emotional enthusiasm. The positive feeling was so great that students approached me about the possibility of establishing an Alumni Association for the program. The purpose of this association would be: 1) to maintain the wonderful network that has grown since the inception of the program, and 2) to help gain the support that might allow others to benefit from the same depth and breadth of programming that the MBM offers. I would like to thank Dr. Marcelo Dorfsman, Director of the Blended Masters Program, for all his diligent and patient work with our teachers in developing what has come to be one of Hebrew University's flagship programs.

Our partnership with Hebrew Union College (HUC) on the MA program in Pluralistic Jewish Education, continues in an atmosphere of trust and mutual concern. This year marked 10 years since the launching of the program, during which time five cohorts of about 15 students each have obtained an MA from Melton. We celebrated this 10th anniversary with a conference in April this year titled “The Glass Ceiling of Pluralism,” which was addressed by both the President of the University and the Director of the School of Education. The conference provided us the opportunity to reflect on the challenges posed by a pluralistic orientation to Jewish Education – those we have faced thus far and those we are likely to face in the future. Our HUC partners have expressed the desire to use the coming year for evaluation and reconsideration of the program to meet the changing needs of students and of Israeli society as a whole, before canvassing for a new cohort for 2018-2019. We believe that this review and reflection process will lead to both the enhancement and renewal of what is already a rich and multifaceted program, and will bring some new resources to help worthy students make their way to and through this demanding course of study.

The past two years have seen the return to Melton of students from the Women's Beit Midrash MATAN – a pioneering institution aimed at empowering observant women through the study of traditional Jewish sources, including the Talmud and Commentaries, Codes, Responsa, etc. The a program is structurally similar to the joint program with HUC: most courses are held at Hebrew University with a number of approved



academic courses taught on-site at the Beit Midrash. Participants receive an MA in Jewish Education from the Melton Centre. This program brings some very fine women, committed to Jewish Education and Jewish social action, to the university and to the Melton Centre, enriching our already exceptional student body.

I am also most pleased to report that publication under the rubric of the “Michael Rosenak Memorial Series in Jewish Education,” in partnership with the Mofet Institute, has continued at “full volume” this past year. We were delighted to organize a well-attended book launch for a new two-volume work by (my master and teacher) Prof. Eliezer Schweid called “Studies of the Weekly Torah Portion: The Relevance of Moses’ Philosophy for Our Time.” Two more titles have also appeared, bringing the yield of the series up to seven volumes. We are most gratified to enrich the field of Jewish Education with the studies published in this series, thereby paying tribute to the memory of Prof. Michael Rosenak z”l, one of the founders and mentors of the Melton Centre. I wish to thank Dr. Asher Shkedi and Dr. Avinoam Rosenak for their untiring efforts for this series.

We are also proud to announce that this year has seen the publication of two shorter pieces. One contains selected lectures, reworked as essays, from the conference in memory of Michael Rosenak held in February 2015 and the other comprises the Seymour Fox Memorial Lecture held in March 2016 on the 10th anniversary of Prof. Fox’s passing. Prof. Michael Fishbane of the University of Chicago delivered the lecture, “The Hermeneutic Self: A New-Old Pedagogic Vision,” which accesses the traditional Jewish dimensions of interpretation – P’shat (the plain meaning), Drash (the meaning derived from the text for today’s circumstances) Remez (the moral-philosophical sense aimed at the self-improvement of the reader) and Sod (the hidden, or mystical meaning) in order to set forth a new approach to interpretation for our time. Fishbane also turns to Chaim Nachman Bialik, the great modern Hebrew poet and writer, as an exemplar of Fox’s concept of an “ideally educated” person. The appearance of these two publications, as well as continued work on the next “Studies in Jewish Education” volume based on the 2015 Coalition Conference, would not be possible without the excellent and meticulous work of Rena Ashkenazi, the Melton “house editor.” Her professionalism and wonderful good spirit make her an absolute pleasure to work with, and I thank her for her assistance in the area of publications during these past three years.

Two more promising projects, in various stages of development need special mention before we move towards the conclusion of this year’s Director’s Message. One is the budding-cum-flowering partnership being developed between Melton and the Brazilian Jewish community in the area of teacher training and curriculum planning. In September 2016, I was invited to Brazil by CONIB, a federation of most of the educational institutions of the various Jewish communities of Brazil, to give two professional development seminars. I chose to give the seminars on the educational conception

known as “Value-Conflict” developed when the Melton Centre produced the Jewish Values curriculum. The seminars, held in Rio de Janeiro and Sao Paulo, were regarded by the community as a great success. The community has invited Dr. Marcelo Dorfsman and myself to return to Brazil at the end of October. This time we will add two more educational dimensions to the professional development program – one dwelling on the connections between form and content in the analysis of traditional Jewish texts, and the other on the digital-pedagogical translation of educational conceptions. We will lead two full-day seminars in Rio and Sao Paulo, and thereafter develop two more online sessions. We are very pleased to reconnect with a major South American Jewish community and to advise on and help impart the educational conceptions we have developed over the years. This process was always seen as an important Melton mandate and recalls the years we had extended partnerships with the main Jewish schools in Mexico, Australia and South Africa. This time, however, we will be learning to work not only with individuals, representative schools, or with an educational system of one “stripe,” but also with a wide-ranging network of educational institutions with very different orientations. It is our hope that as the project develops, we will also see Brazilian educators coming to the Hebrew University for professional development seminars, and perhaps even academic degrees.

As a final item, I would like to report on another potentially major project that is “brewing.” Dr. Hagit Hacoheh Wolf, our expert in educational evaluation, has been helping us explore a possible partnership with “Birthright” for the purpose of re-evaluating and rethinking the foundational concepts (such as “identity” and “peoplehood”) that have until now underwritten Birthright’s programs of Israel engagement. Like all forward-looking and successful organizations, Birthright is interested in a serious reconsideration of basic operational assumptions, with the Melton Centre and the Hebrew University serving as their chief resources. I wish to thank Prof. Gaby Horenczyk, Dr. Avinoam Rosenak, Dr. Michael Gillis and Dr. Hagit Hacoheh Wolf for their work in this connection. We are hoping that this partnership will influence both theory and practice in many areas of contemporary Jewish education.

In conclusion, I have one more round of thanks to offer and this has to do with what is perhaps the most profound development in the recent history of the Melton Centre: the integration of Melton into the Seymour Fox School of Education of the Hebrew University. This vote of thanks goes to Prof. Moshe Tatar, Director of the School of Education. In discussing and working with us to apply various aspects of the “merger,” Prof. Tatar has shown ample evidence of his deep concern for the field of Jewish education and for the academic and professional goals of Melton. His empathy for the academic discipline and considered practice of Jewish education, his personal integrity and sense of fairness as well as his wide experience in academic leadership, have proved, and I hope will continue to prove, that both the School of Education and the Melton Centre have a great deal to gain from sharing their wealth. A special thank you goes to Revital Goldberg, Executive Director of the School of Education, and her staff for being so forthcoming and expeditious regarding all aspects of the merger process.



It is not without a bit of sadness that I conclude my term as Director of the Melton Centre. I began at the Hebrew University as a student at the Center for Jewish Education in 1969. I was a young BA student of 19, Mike Rosenak was 37 and Barry Chazan was 30. Since then I have spent most of my years in Israel either as a student, or as a projector/tutor/lecturer at the Melton Centre. Though I am now to begin what Prof. Walter Ackerman z"l once sardonically referred to as a "terminal sabbatical," I hope nonetheless to continue to contribute to the Centre during the coming year and during my years of (ostensible) retirement. Melton has been my professional "home" for most of my adult life and I hope to be able to gently suggest some new "furnishings" for the "building" in the future as in the past. Once again, I wish Dr. Gillis success in his new and challenging position and hope that the staff, both academic and administrative, will give him the same moral and professional support that I received as Director, for which I continue to be most grateful.

Academic Conferences

This has been a fruitful year of academic conferences generated and planned by the Melton Centre. In February, another conference of the Melton Coalition was held, this time at the Jewish Theological Seminary in New York City. All three members of the Coalition – Melton at HU, Melton at JTS and Melton at Ohio State – sent speakers to present on the subject of "Jewish Learning and the Non-Jew." Prof. Jonathan Cohen was very pleased at the opportunity to help organize the conference, to chair some of the sessions and to present a summary statement at the end. It was also a pleasure and privilege for all present to have Ms. Meryll Page of the Melton Family in attendance at what proved to be a fascinating gathering – joining the perspectives of scholars and practitioners on what is clearly a most "live" and relevant topic. The conference was filmed and is available online through JTS. Selected lectures from the previous Coalition conference, held in 2015, on "Orality and Textuality in Jewish Tradition and Jewish Education" have been rewritten as articles for publication. Most writers have submitted their final essays, which have been edited, although some work still remains. A new volume of Studies in Jewish Education based on the proceedings of the conference, should be ready by the end of the coming academic year.

Prof. Menachem Hirschman organized and participated in a conference on "Religion and Education in Late Antiquity," in partnership with the Georg-August-Universität in Göttingen, Germany. Responses from participants were uniformly enthusiastic concerning both the quality of the content and the warmth of Melton Centre hospitality. His work was also honored and widely discussed at a

conference organized on the occasion of the publication of his new book: a critical edition of Midrash Kohelet Rabba. Some of the sessions dealt with the subject of the future of critical editions, and of critical scholarship as a whole, in the digital age.

Dr. Asher Shkedi organized a conference, together with the Melton leadership and administrative staff, on "The Use of Qualitative Methodology in the Study of Teacher Education." This was held to coincide with the publication of his new book, "They Did Not Run from the Classroom," a study on the graduates of the Revivim program who have largely remained in the teaching profession for extended periods. The conference was well attended by representatives from many colleges and universities throughout Israel. One of the keynotes was presented electronically by Prof. Sharon Fieman-Nemser, an internationally renowned expert in Teacher Education, and was responded to by Prof. Ami Wolansky, professor emeritus at Tel-Aviv University and former Chief Scientist of Israel's Ministry of Education.

Representatives of the Melton Centre, including Prof. Menachem Hirshman, Dr. Avinoam Rosenak, Dr. Alick Isaacs and Prof. Jonathan Cohen, took part this past summer in the 17th Congress of the World Union of Jewish Studies. One session, devoted especially to Jewish education, was organized by Dr. Avinoam Rosenak and centered on the issue of Jewish educational responses, both theoretical and practical, to the phenomenon of intermarriage.





Meet Melton's New Director

Michael Gillis began his three year term as director of the Melton Centre on October 1, 2017. He was born and educated in England. His engagement with the Melton Centre began, as a student, in the years 1982-5 when he was a member of the first cohort of the Jerusalem Fellows program. His tutor on the program was the late Professor Mike Rosenak, who was later to be the second supervisor of his doctorate. During the seven years before his aliya in 1994, he taught and directed staff enrichment and Jewish Studies curriculum at Mount Scopus College in Melbourne, Australia. There he began working on his doctorate at Monash University.



On arriving in Israel, he was recruited by the Melton Centre to direct the Senior Educators Program following the tenure of Dr Howie Deitcher. From 2002-2007 he was the educational director of the Revivim honours program for the preparation of Jewish Studies teachers for the general state education system in Israel. He has served two terms as head of academic programs at Melton. For the last three years he has served as academic director of the Department of Teacher Education in the Seymour Fox School of Education.

His primary teaching and research interests are in the teaching of rabbinic literature and Jewish educational thought, particularly the work of the French philosopher, Emmanuel Levinas.

He looks forward to building on the achievements and vision of his predecessors and to sharing his vision and plans in future editions of the Melton Centre newsletter.



Farewell to Carmela Hariri

After 35 years at the Hebrew University and 24 years at the Melton Centre, we bade farewell to Carmela Hariri at a breakfast held in her honor at the Beit Maierdorf Faculty Club. Carmela has been an integral part of the Melton family for so many years and most students, graduates, faculty and staff do not remember the Centre without her.

The Melton Centre is indebted to Carmela for her many years of dedication and great expertise in the financial and administrative operation of the Centre.

At the breakfast, Prof. Jonathan Cohen thanked Carmela deeply for her many years of service. He expressed particular gratitude for the wisdom, efficiency and dedicated spirit she exhibited constantly in the day-to-day running of the Centre.

Carmela also expressed her appreciation for all the guidance and support she received from Prof. Cohen throughout her tenure. She said she knew of few working relationships that were so harmonious and mutually enriching.

For Carmela, Melton has been her second home. As she said in an interview a few years back, "Melton is the place where I 'grew up', matured and developed professionally."

Carmela was joined by her family at this very special morning held in her honor. Many members of Hebrew University staff, both past and present, came to express their gratitude and to wish her much success as she begins a new chapter in her life.



*Behatzlaha bekol
asher telchi!*



Ve'Dibarta Bam: A Unique Partnership

Dr. Michal Muszkat-Barkan

This year we celebrated the 10th anniversary of “*Ve'Dibarta Bam*,” the fruit of a unique partnership between the Melton Centre at the Hebrew University of Jerusalem and Hebrew Union College - Jewish Institute of Religion (HUC-JIR).

About the program

Ve'Dibarta Bam grants an MA in Jewish Education from the Melton Centre at Hebrew University and a specialization certificate in pluralistic Jewish Education from Hebrew Union College.

The program is a unique combination between *Beit Midrash* and academia for close-knit cohorts of 10-15 participants who chose, and are carefully selected, to be part of a learning community and partake in a two-year academic journey, both personal and professional. The study program comprises theoretical studies in education and Jewish source texts, together with an experiential component consisting of field days in the community and Shabbat experiences

Background

The program was first conceived over a decade ago. There was a sense in the field that Israeli education is structured into “factions” or “tribes” and each one speaks a different Israeli and Jewish language. The program emerged out of a growing Jewish revival rooted in Jewish tradition, led by innovators in the field of Jewish and Zionist heritage in both Israel and the Diaspora

Common to all these efforts was the aspiration to produce from Jewish tradition a Hebrew and Israeli language that would create fruitful and productive dialogue between the religious, the secular and the traditional, in all their different forms. In order to break down barriers and to preserve the uniqueness of the different voices, new initiatives have, and still are, been set up, such as *Batei Midrash*, schools and other educational networks to allow a range of identities to flourish. However, all these different initiatives function intuitively and almost in total isolation.

The program is based on the belief that language and values are essential to deal with these challenges. Such a language develops in the theoretical field, but in order to expand, it requires a *chavruta* (study partner) of educators and visionaries who want to learn, to teach and to delve deep into this world. In the footsteps of Michael Rosenak z”l, such a language is also required for literature.

Partnership as a message and a model

The partnership that created this program integrates the best of the Hebrew University and HUC. The Melton Centre of the School of Education at Hebrew University is where the field of Jewish education developed and has wide circles of influence around the world. HUC-JIR, an institute for Jewish Studies, is the natural home for Jewish creativity, leadership development and innovation. Collaboration between these two institutes led to a program that not only teaches about pluralism in Jewish education but also demonstrates pluralism. The background and way of life of its teachers and students is wide ranging and covers the whole spectrum of Judaism. The lecturers’ areas of research and teaching testify to the multidimensional discourse developing in Jewish education and its far-reaching horizons. An environment has been created that encourages students to research in practice what they learn and to experience the discourse challenging the field. The *chevruta* partnership between the institutes deepens the dialogue and the cross-pollination between pedagogy and theory of Jewish education in Israel.

Development of the program

In 2007 the program opened the doors to its first cohort. Since then there have been five cohorts and about 60 participants have graduated.

An international research conference was held in 2009, which led, in 2014, to the publication of a book “*Speaking in The Plural*” edited by **Dr. Michael Gillis**, **Prof. Michal Muskat-Barkan** and **Dr. Alex Pomson**, a researcher of the challenges of pluralism and Jewish education.





In April 2017, we held a two-day conference “Glass Ceilings of Pluralism,” marking the 10th anniversary of the program. The conference demonstrated the core goal of a program that endeavors to connect research and ongoing reflection to educational practice. The conference highlighted the reality, the challenges, and the aspirations of multicultural encounters in education in Jerusalem and throughout the country.

Each session examined a question that challenges pluralism in Jewish education in Israel. The first session at the conference presented differing perceptions of multiculturalism in Jerusalem. The speakers outlined achievements, challenges and obstacles facing Jewish and Arab educators who wish to educate towards encounters with the “other” in the city of Jerusalem. Participants in the second session examined whether the world of the Israeli Jewish Renaissance revival is merely internal discourse amongst themselves or whether it brings a message offering profound change regarding the range of identities in Israeli society. The third session examined the tribalism of Israeli society characterized by the gap between liberal and traditional discourse. Speakers presented different perceptions with respect to the question if and how a common denominator can be created that will lead to an agenda that respects differences while at the same time creates channels for collaboration in Israeli society. The fourth dealt with the burning issue in the field of religious education, which is the tension between ideological fervor and fanaticism, and the role of moderation. The speakers spoke of its philosophical and *halakhic* roots and the cost of moderation for factions, institutions and educators in Israel.

The President of the Hebrew University and the Dean of Hebrew Union College brought greetings from their respective institutions. Many researchers, lecturers and graduates of the program came from all around the country to participate. Also attending were senior staff from the Heritage and the Jewish-Israeli Culture departments of the Ministry of Education, researchers, heads of school and *Batei Midrash* as well as MA students in Public Policy at Haifa University.

Impact

Our community of graduates can be found throughout the country from Grofit in the Arava to Tirat Zvi, Megiddo and Haifa in the north. We also have two representatives in the US. Graduates are leaders and partners in the field of Jewish Renaissance and active in a number of schools around the country. We believe that the program has contributed to practice in the field, and this is a great source of pride for our graduates.

At the 10th anniversary conference, we awarded prizes to inspirational projects initiated by our graduates. Among the nominees were: study programs and activities at Keshet and the Meitar network on the subject of diversity in Jerusalem; the initiative to establish a pluralistic school in the periphery; a Rosh Chodesh prayer project with students from the Evelina de Rothschild-Tehilla national religious school and various synagogues in the city; a monthly newsletter called “*Kikar Ha’Ir*” from the house of “Panim” – the Israeli-Judaism revival network; the *Chevrutah* leaders program at Alliance Israelite Universelle – KIAH; the writing and implementation of a study program at the Rene Cassin High School on the challenges of encounters with different cultures; Diaspora day celebrations in the Reform Movement and more. Quite an impressive range!

The program looks to encourage learning and researching education in Israel. Graduates’ research studies deal with their students’ identities, the comparison between teachers’ perceptions in the national and national religious schools, halakhic discourse and multiculturalism, and the search for a Hebrew language for the discussion on the Jewish Israeli Renaissance.





The Melton Blended Masters in Jewish Education

Dr. Marcelo Dorfsman and students

After the second year of the Melton Blended Masters in Jewish Education, I was requested – as I was after the first year - to write an article for *Kol HaMercaz* to update our readers on the development and status of this exciting and innovative program. My immediate reaction: this is an online program, our students are accustomed to using technology to solve problems and share assignments. Why not ask them to help me write this article. So, on 26 July 2017, when our 15 students from Australia, Germany, South Korea, the US and UK, were in Jerusalem for the Summer Semester, they received this email from me:

Hi all!!!

I have been asked to write an article about our program for the Melton Newsletter...

And I thought... why not write a shared article in google drive together with you, the "main actors" of the program?

Can you help me?

In the following link you will find the shared drive to write:

https://docs.google.com/a/mail.huji.ac.il/document/d/1Kf5FRLq4dc53QoWvIVaDHoWeOu_liZuOnrst7dklZM4/edit?usp=sharing

Please share even one response about the program, following the four questions I have posted there... or others.

If you want, you can add your name at the end of your response/s...

This may be an interesting shared exercise and very, very helpful to me.

I know you are very busy and tired... this is just for the break!!!

The first question was the obvious – why did you choose this program?

"I chose the program because..."

"it offered what I was looking for - an exciting, rigorous English language program developed by a world class institution, known for its cutting edge work in Jewish education, and a semester in Israel to add a spiritual dimension to the academics." (Erica)

"because it allowed me to learn and become enriched in Jewish Education." (Bracha)

"I have been looking for an MA program in Jewish education for several years. The Blended MA at Hebrew University provided a top-quality education, in English, in a format that fits my professional life." (Marlyn)

"I couldn't find a single MA program in Jewish education, Israel education that also provided me with training in the Jewish/nonprofit world. This MA program was wonderful because it included all of this and allowed me to continue to work and make money." (Miri)

Next, I asked about their feelings and perceptions on an online program and here are their responses:

"When I started the program, I was familiar with graduate studies. However, these courses and assignments are more challenging (...). It took a week or so to become accustomed to the format of the presentation and the functionality of Moodle. After that, smooth sailing." (Warren)

"I found it was challenging and exciting to be a student again (...) to get used to the format. The professors made the on-line classes as user friendly as they could. I had to learn to pace myself and set 'class times' for myself." (Erica)

"I was concerned about the online format, but quickly learned that the logistics were very smooth, and it was possible to learn within this format and even to engage with faculty and classmates." (Marlyn)



"I wasn't quite sure what to expect, but starting the course with Alex Pomson and Jonathan Mirvis as professors was the most exciting way to start an MA program! They are top notch educators and succeeded in exciting me for what was to come for the rest of the program." (Miri)

Third, I asked the students about the summer seminar experience in Israel.

"One of the most inspirational education experiences of my life." (Warren)

"Amazing! Studying with classmates whom I have only known online has been inspirational, motivating and insightful. The professors are presenting us with thought provoking and relevant material. To experience all this in Israel, with people who are so committed to Jewish education, is one of the main reasons this program is so special." (Erica)

"Very intense, much more than other semesters, but you get to meet the people you have been chatting with at the forum. You get to be part of real debates and on-going conversations. And the best part, you get to travel Jerusalem and other parts of our beautiful country, Israel." (Bracha)

"An amazing experience both because of the quality of the professors but also because it was wonderful to finally meet the people with whom I had been interacting with online throughout the year. It was like meeting people for the first time because I had no idea who they were before now, and they are all incredibly passionate and talented people. It was an insane amount of work and I don't think I've ever worked so hard in my life!" (Miri)

Finally, I gave them the option to add any comment they wished to make about the program:

"While this program is probably not in its final form, I think that everyone involved is working to make this degree program the premiere English language Masters of Jewish Education in the world. And, I hope that enrollment will increase for many years to come." (Warren)

"What an honor to part of the 2nd cohort of an innovative and necessary program!" (Erica)

"This program as enabled me to learn a great deal about Jewish Education, Jewish philosophy, Jewish tradition from my own home. It brought me to meet wonderful teachers and great colleagues." (Bracha)

"The diversity of students is at the heart of the educational experience. The class includes a wide range of ages, Hashkafa, and professional backgrounds."

"I highly recommend this program to anyone who is looking to grow educationally in the Jewish education/Jewish nonprofit world." (Miri)

We are now at the end of our second year and our experience with the first two cohorts has enabled us to revisit issues and fine-tune the program, which we believe is now in an excellent place.

I want to thank all the students who have participated in this exciting program, both the first and second cohorts, the lecturers and Director of the Melton Centre and the School of Education, and all the staff that participate and collaborate on an ongoing basis. We look forward to welcoming our third cohort!





Student Profile: Hadar Yaday

Hadar Yaday's enthusiasm and willingness to find time, while trying to complete all the written commitments for her courses, to be interviewed about her experience on Eshkolot, a joint program of the Melton Center and Matan, is a true expression of her respect and gratitude to both institutes for an inspiring and challenging year.

Hadar grew up in Kiryat Ono, was an avid member of Bnei Akiva, and held many different leadership positions in the movement including *merakezet* (coordinator) during her two years of *sherut leumi*. Once she completed her national service, she moved to Netivot to study at Midreshet Arvut for a year before registering for a BA in Education Management and English Literature at Bar Ilan University. With a first degree under her belt, Hadar returned to the ranks of Bnei Akiva, this time as a shlichah in Perth, Australia - a year she attests to being self-defining and empowering.

On shlichut, Hadar looked into the options upon her return, when a friend recommended the Eshkolot program at Matan. Having always wanted to devote time to study Bible in a serious way, Hadar seized this opportunity, not quite knowing what to expect. However, the program turned out to be the perfect match for her. A good balance between academia and traditional learning, and exposure to a whole new mindset at the Melton Centre.

"I came to Melton because of Matan and fell in love. Each and every lecturer presents a whole world in itself. I cannot remember a time when I had to use my brain so much – the wheels just kept on turning. It has been a privilege to study together with serious and engaging students and of course the most brilliant lecturers. They have laid the complexity of numerous issues on the table. I had to confront these issues both as an individual and within a group and to learn to make room for all the differing opinions. Together with the classes at Matan, I received a new and unique perspective on learning and teaching."

In addition to her studies over the past year, Hadar was a counselor at EVO (Emuna Ve'Omanut), a high-level Midrasha for talented girls. Here she enjoyed exposure to super talented people and it was a good balance to her studies as well as being her home for the year. Alongside trying to complete all her papers, Hadar managed to find the time to participate in a five-week course at Hotam, an international program, which certifies teachers to teach underprivileged children. Something that will certainly help her with the choice of her first teaching position.

Many different goals are on Hadar's long-term agenda but for the immediate future, once she has submitted



all her papers, she will focus on the coming year at the Denmark High School for at-risk children. She will be teaching English and Tanakh to a non-religious population. Before her year at Melton, Hadar would have been hesitant to take up this challenge, however with the tools she has received she is now able to separate herself from Hadar the teacher and Hadar the observant Jew.

Hadar hopes that above and beyond teaching the Tanakh and English syllabi, she will help these children, who have all fallen by the side in the education system, to find their passion, to give them a sense of self-worth and awareness, and to work hard to develop their passion. She hopes to replicate the example of her learning experience at Melton and to see the class not only as a whole but to pay attention to the individuals who make up the class.

Hadar's lecturers at Melton and Matan will accompany her in spirit as she embarks on her teaching career. Their immense knowledge, personal concern and devotion is at the same time both inspiring and threatening. Hadar knows the road ahead for her to reach these standards is a very long and winding one. And we know that Hadar will get there.

Behatzlacha!



2017 Graduates of Jewish Education Track

The Melton Centre is proud to announce that at the annual graduation ceremony held on Mt. Scopus campus, 17 students graduated with an MA in Jewish Education. Among those receiving their MA degrees, **Michal Levi, Sofi Turkia, Efrat Korzon-Beeri and Yoel Shpitz**, completed their degrees cum laude. In addition, **Hadar Yaday** and Naomi Benin completed their MA on the Eshkolot program – a joint program of the Melton Center and Matan.

Ph.D. Recipient

The Faculty of Humanities held its annual ceremony for conferring Doctor of Philosophy degrees at which three Melton students received their PhD degree.

Akiva Hameiri for his research and thesis, under the supervision of Prof. **Marc Hirshman** and **Prof. Israel Knohl** on: A study of the formation of the characters of Esau and Zipporah in the biblical narrative and in the legends of the sages, as a gateway for investigating the cultural attitude toward the stranger, and the possible ramifications of this attitude for Jewish education.

Adina Schwartz for her research and thesis, under the supervision of **Prof. Uzi Rebhun** and **Dr. Alex Pomson** on: Immigration, Ethnic Communities and Immigrant Parent-School Engagement in the Country of Settlement: American Immigrants in Israel.

Yona Goodman for his research and thesis, under the supervision of **Prof. Gabriel Horenczyk** on: “Can Two Go Together?” Coping with Ideological Life Dilemmas: The case of the Religious-Statist (Mamlachti-Dati) Identity.

Mazal Tov to all our graduates!





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kol hamercaz
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