

# Israel Engagement CoP: Maximizing the presence of shilichim and Israelis in schools to increase Israel engagement

**Facilitators:** *Marion Gribetz*  
*Reuven Greenvald, MAKOM*

**Guests:** *Shalom Orzach, AVI CHAI*  
*Shimon Harel, JAFI*  
*Paul Shaviv, CHAT*

**Date:** 25<sup>th</sup> February 2009 Rosh Hodesh Adar 5769

# Agenda


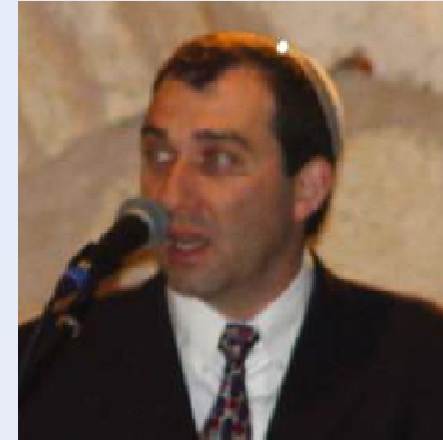
- Goals for the call
- Meet our guests
- Current Shlichim in Schools: Reuven Greenvald
- Lessons learned from ACHVA: Shalom Orzach
- Implementation of ODED: Shimon Harel
- Application in a school: Paul Shaviv
- Application to our settings
- Next Steps

# Goals

- To review use of shlichim in schools
- To learn about recent findings about the training and implementation of shlichim
- To learn about a new initiative for bringing shlichim to schools
- To learn about how one school has maximized the use of shlichim
- To learn together how this may apply to our settings

# Meet our Guests

**Shalom Orzach** is currently the Avi Chai Foundation Project Director in the Education Department of the Jewish Agency for Israel, managing various projects that seek to enhance Israel education in residential camps in North America. He also served as the Makom consultant for the MetroWest and Palm Beach Federations in North America.



**Shimon Harel** is a representative of the Jewish Agency for Israel's North American Delegation and serves as the Director of School-based Education. One hundred thirty teachers work as shlichim in Jewish day-schools across North America. Shimon worked as in school principal in Jerusalem for many years and spent time on shlichut in both London and Melbourne.

**Paul Shaviv**, M.A., M.Phil., Director of Education, Tannenbaum CHAT Toronto

# Shlichim in Schools: Current

## Four types of shlichim available to schools, often in partnership with local Federations:

1. **Shin-shin** (18 yr old emissaries): Pre-army Israelis doing shnat sherut. A shin-shin serves one year and is hosted by families. These young emissaries are sent to communities in pairs and the estimated costs per pair are \$45-50K.
2. **Young community shlichim** (ages 21-28): The young community shaliach works directly in an educational or communal setting. Depending on the school and the experience of the shaliach, schools use these shlichim in classrooms and for programming. These shlichim serve for one or two years. Estimated costs between \$35-45K.
3. **School-based shlichim**: Fully qualified classrooms teachers usually for Jewish studies and Hebrew. Costs vary from school to school depending upon local salary scales and cost of living.
4. **Zionist Seminars**: Informal educational programs provided by team of 3-5 experienced informal educators from Israel (21-28 yrs old). Often shared with other institutions within one's community. These seminars are designed to strengthen students' connection with Israel and Jewish tradition. A cost for a community ranges from \$6-12K depending on size of team and length of stay (2-4 weeks).

# Shalom Orzach: The ACHVA Program

The ACHVA course for returning shlichim was designed to produce *skilled* and *informed* informal Israel educators who will work effectively within the *context* of their camps.



# ACHVA: Lessons Learned

In a recent review conducted by AVI CHAI directors reported that “the Achva structure has changed the landscape of shlichim,” deepening the impact of shlichim at camp while enhancing the Israel education and programming.

# Key Components of Successful Training

- Shlichim share personal narratives to provide compelling windows of the Israel story.
  - Where they live, where their families are from, their Jewish and Israel identity, etc.
- Shlichim are guided to focus on major events happening in any given year
  - Elections, Israel @ 60, the War in Gaza, etc.
- Shlichim are equipped with the skills needed to design more sophisticated Israel programming. Much of this is achieved through field trips where current issues are examined and analyzed.

# Discussion: From Camp to School

- How can we “cross pollinate” from the lessons from ACHVA?
- What applies to your schools?
  - Vavi – The SF initiative on day schools, bring st to the schools options. One of the strategies is to bring shlichim.
  - Lilach- Shlichim that return – that cannot happen in the school- but we partner with the P2K community so they have understanding of the community
  - Sharon – Pre-army shlichim provides the ability to work in the informal setting to the day school. It is a challenge of integrating the informal to the formal day school setting

# From Camp to School: What do we need to do in our schools?

- Are you ready to present a narrative of Israel in your setting ?
- If not, what do you need to do in order to do that?
  - ACHVA empowers the shlichim to bring their stories to the camps.
  - ACHVA help the shlichim deconstruct the key issues of their narratives into the fabric of the camp.
  - In order for the shlichim to be successful in the schools they need to understand the Israel narrative of the school.

# ACHVA Collaboration

ACHVA currently collaborates on program development and training projects with:

- The Foundation for Jewish Camp
- JCCA Mandel Center for Jewish Education
- URJ
- Ramah

# Lessons Learned re Collaboration

- These partnerships are designed to involve more of the camp staff to train and work collaboratively to support the educational mission of the camp.
- When Israel education inspires and includes the staff as a whole and is not just the purview of the *mishlachet*, then it becomes organic to the very essence of the camp community.
- Much of this depends on the vision and goals of Israel education as articulated by the individual camps. The success of the shlichim rests on their ability to empathize with and implement these stated objectives.

# Shimon Harel: Project ODED

## Overall Purpose:

- To address the need for qualified Hebrew and Jewish studies in day schools by providing a cadre of exceptional Israeli teachers for North American schools.
- To place in schools highly trained educators who can foster a level of Israel engagement that will extend beyond the classroom into all aspects of the day school and further day school mission's to strengthen Jewish identity and connection to Israel through Hebrew and Jewish studies.

# Project ODED

## Specific Goals:

- Increase the school's capacity for Jewish studies and Hebrew Learning
- Deepen the connection to Israel
- Create support structure for Israeli teacher acclimation and educational impact
- Foster Israel/Hebrew engagement beyond the classroom
- Document and develop a model of Hebrew learning, teacher characteristics and skills.

# What Gap does Project ODED Fill? What Needs Improvement?

## GAP

## PROPOSED SOLUTION

<p>The quality of the applicant pool did not always meet the needs of the schools.</p>	<p>A new recruitment and matching process in conjunction with the Ministry of Education.</p>
<p>Quality candidates were not always as prepared as they could have been for shlichut in North America</p>	<p>Training program in cooperation with the Ministry of Education</p>
<p>The financial burden of bringing shlichim and their families to North America</p>	<p>First year subsidy from the Ministry of Education.</p>
<p>No structured ongoing professional development program in place</p>	<p>A new dedication to ongoing professional development for ODED teachers.</p>

# Discussion

- What lessons from ODED can be applied to our schools?
- What kind of professional development prepares the shlichim to come to Schechter and/or community schools?
  - They have enough candidates from TALI schools.
  - They have teachers from mamlachti schools who have been on shlichut before.
- What provisions are made for the “non teaching” spouse?
  - ODED is receiving funding from the Israeli Government to subsidize the program so that a school does not have to compromise to take a couple where one is a good teacher and one is not .This funding allows schools to hire teachers on their own merits and not worry about the spouse’s income during the first year.

# Paul Shaviv: CHAT

## Overview:

- Process for choosing and recruiting shlichim
- Profile of the characteristics of the shlichim
- Responsibility of the host school vis-a-vis the shlichim and the school
- Job description for the shlichim - especially beyond the classroom
- Impact on the shlichim when they return to Israel
- Impact on the students

# Discussion

How does the CHAT case study support or challenge your thinking about the use of shlichim in schools?

- The shlichim keep up the level of ivrit in the school. CHAT sees a high level of ivrit due to the shlichim.
- Live contact with shlichim draws the students to Israel and the students maintain a relationships with the shlichim over the years.
- The more the school is clear about the goals for the shlichim, the better the experience.
- CHAT pays every expense for the shlichim – they are a large school and can afford it
  - E.g., buying 48 plane tickets for shlichim this coming year
  - The bill is footed by the school families because they value the work of the shlichim in the school.
- Hebrew becomes the language of the hallway with the shlichim in the schools, especially with young shlichim who interact informally with the students throughout the day.

# Reflection and Next Steps

- Continued discussion in Google Groups
- Sharing in our schools
- Resources
  - Shlichim Website: <http://www.jewishagency.org/shlichim>

## Next Call

- **Date:** March 31, 2009 4 pm Eastern
- **Guest:** Alex Sinclair
  - Lecturer in Jewish Education at the Schechter Institute of Jewish Studies, as well as an adjunct assistant professor at the Jewish Theological Seminary of America and Director of research for MAKOM
- **Topic:** *Creating Standards and Benchmarks for Israel Engagement*

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