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Titolo	Jewish day schools, Jewish communities : a reconsideration // Alex Pomson and Howard Deitcher [[electronic resource]]
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Nota di contenuto	Building community within and around schools : can Jewish days schools measure up? / Ellen B. Goldring -- From control to collaboration : mapping school communities across diverse contexts / Claire Smrekar -- Compassionate conservatism : on schools, community, and democracy / Deborah Meier -- A response to Deborah Meier / Joshua Elkin -- Community as a means and an end in Jewish education / Jon A. Levisohn -- Do Jewish schools make a difference in the former Soviet Union? / Zvi Gitelman -- Jewish pupils' perspectives on religious education and the expectations of a religious community : the Jewish High School in Berlin / Christine Muller -- Mutual relations between shelihim and local teachers at Jewish schools in the former Soviet Union / Ira Dashevsky and Uriel Ta'ir -- Community school versus school as community : the case of Bet El community in Buenos Aires / Yossi J. Goldstein -- Beyond the community : Jewish day school education in Britain / Helena Miller -- Attitudes, behaviours, values, and school choice : a comparison of French Jewish families / Erik H. Cohen -- The school ghetto in France / Ami Bouganim -- Relationships between schools and parents in haredi popular literature in the United States / Yoel Finkelman -- The impact of community on curriculum decision-making in a North American Jewish day school / Eli Kohn -- Ideological commitment in the supervision of Jewish studies teachers :

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behaviour problems : background influences on behavioural referral
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/ Jay Dewey -- Building community in a pluralist high school / Susan L.
Shevitz and Rahel Wasserfall.

Sommario/riassunto

About 350,000 Jewish children are currently enrolled in Jewish day schools, in every continent other than Antarctica. This book-length study considers life in such schools and their relationship both to the Jewish community and to society as a whole. The text provides a rich sense of how community is constructed within Jewish schools, and of how they contribute to or complicate the construction of community in the wider society. It reframes day-school research in three ways. First, it focuses not just on the learner in the day-school classroom but sees schools as agents of and for the community. Second, it brings a truly international perspective to the study of day schools, viewing them in relation to the socio-cultural contexts from which they emerge and where they have impact. Third, it considers day-school education in relation to insights derived from the study and practice of non-parochial education.
