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| 1. Record Nr.           | UNINA9910808687203321   |
| Autore                  | Kress Jeffrey   |
| Titolo                  | Development, learning and community : educating for identity in pluralistic Jewish high schools // Jeffrey S. Kress   |
| Pubbl/distr/stampa      | Boston, : Academic Studies Press, 2012  |
| ISBN                    | 1-61811-082-9   |
| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (250 p.)  |
| Collana                 | Judaism and Jewish life   |
| Disciplina              | 371.076   |
| Soggetti                | Jews - Education<br>Jewish day schools  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Front matter -- CONTENTS -- PREFACE. AN INFORMAL INDUCTION -- INTRODUCTION. INSIDE THE SCHOOLS (AND OUT)- BACKGROUND AND METHODS -- CHAPTER 1. A HOLISTIC DEVELOPMENTAL APPROACH TO JEWISH EDUCATION -- CHAPTER 2. SCHOOL SKETCHES -- CHAPTER 3. EDUCATING FOR JEWISH IDENTITY DEVELOPMENT -- CHAPTER 4. THE CHALLENGES OF DIVERSITY - BALANCING INDIVIDUALS, GROUPS, AND COMMUNITY -- CHAPTER 5. TOWARD A DISCOURSE OF JEWISH DEVELOPMENTAL EDUCATION -- CHAPTER 6. LEADERSHIP ISSUES FOR JEWISH DEVELOPMENTAL EDUCATION -- CHAPTER 7. CONCLUDING REMARKS -- ACKNOWLEDGMENTS -- REFERENCES -- INDEX  |
| Sommario/riassunto      | Development, Learning, and Community uses data drawn from a study of pluralistic Jewish high schools to illustrate the complex and often challenging interplay between the cognitive and socio-affective elements of education. Throughout, Kress grapples with questions such as: How can the balance between community cohesion and group differences be achieved in diverse settings? What are the educational implications of an approach to identity development rooted in contemporary developmental theories that posit the interaction among cognition, affect, and behavior? How can the "formal" and "informal" offerings of a school coalesce to address these broadly conceived identity outcomes, and what are the challenges in doing so? |