

1. Record Nr.	UNINA9910808687203321
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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 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?