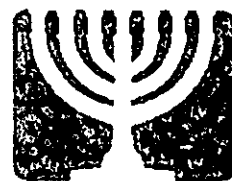




INSTITUTE OF
EDUCATION
UNIVERSITY OF LONDON

RESQJJE



RESEARCH FOR QUALITY IN
JEWISH EDUCATION

Pursuing Excellence in Education

Jewish Studies Teachers

Where Are They Now?

1996



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Preface

This survey was undertaken by the Research for Quality in Jewish Education (RESQUJE) unit as part of its ongoing research activities. RESQUJE is sponsored through Jewish Continuity to provide a programme of activities focussing on the professionalisation of Jewish Studies teachers. This unique programme is conducted in individual schools to provide support for teachers in their classrooms where it can be of most direct help to them. Through this programme some teachers will also be assisted to gain Qualified Teacher Status.

Little information is available about the current qualifications and training of Jewish Studies teachers or their professional needs. This survey was undertaken to begin the work of mapping the dimensions of

- the number of teaching posts currently available in Jewish Studies at primary and secondary levels
- the availability of personnel to fill the posts.
- the relation between the number of Jewish Studies posts, available personnel and possible continuing professional development needs of Jewish Studies departments over the next four years.

Thus the survey was undertaken to highlight issues in the schools and to take a first step in identifying training requirements.

The research followed on from a Policy Seminar held in March 1996 which surveyed the area of professional growth in teachers and sought information of the kind described in this paper. This paper is one of a series of research papers resulting from RESQUJE's overall programme to support the teaching of Jewish Studies.

Jewish Studies Teachers and their Schools

a) The Purpose of this Study

Concern has been expressed about the demand and supply of teachers of Jewish Studies and the highly significant Worms Report, *Securing Our Future*, laid great emphasis on the need to recruit and train adequate numbers of staff. There has been considerable general discussion about the provision of Jewish Studies in schools, its conduct and the qualifications and experience of the staff concerned.

Despite the interest in this vital area of work in Jewish schools very little is known about the Jewish Studies staff except in the most general terms.

- Just how many posts in Jewish Studies exist?
- How many are filled?
- How many will there be in the next few years?
- What are the age profiles of the teachers in post in 1996?

These and other questions raise important issues about the immediate and potential demand for Jewish Studies teachers, the level of training that currently exists and the potential need for training, both initial and continuing, of present and future staff.

The purpose of this study was to carry out a brief survey among schools identified by leaders in the Jewish community. The survey was intended to be exploratory only and hence the questionnaire was kept brief in the hope of obtaining a quick and positive response. A copy of the questionnaire used is included here as Appendix A.

The questionnaire was sent to 52 schools throughout the UK and Ireland with the intention of covering the widest range of schools both geographically and across the community. The 33 responses received represented a 63.5% return on the survey. A number of schools were also approached by telephone for details to substantiate the questionnaire responses and to clarify information already supplied.

The Research for Quality in Jewish Education (RESQUJE) unit would like to express its most sincere appreciation to all concerned for their most willing and generous cooperation.

b) An Overview of the Survey

The total number of schools involved in the survey was 31 and Figure 1 indicates the division between primary and secondary.

In all, 253 teaching posts for Jewish Studies were identified and Figures 3 & 4 show the distribution between London & Environs and Outside of London.

Figure 3: All Teaching Posts

London and Environs and Out of London

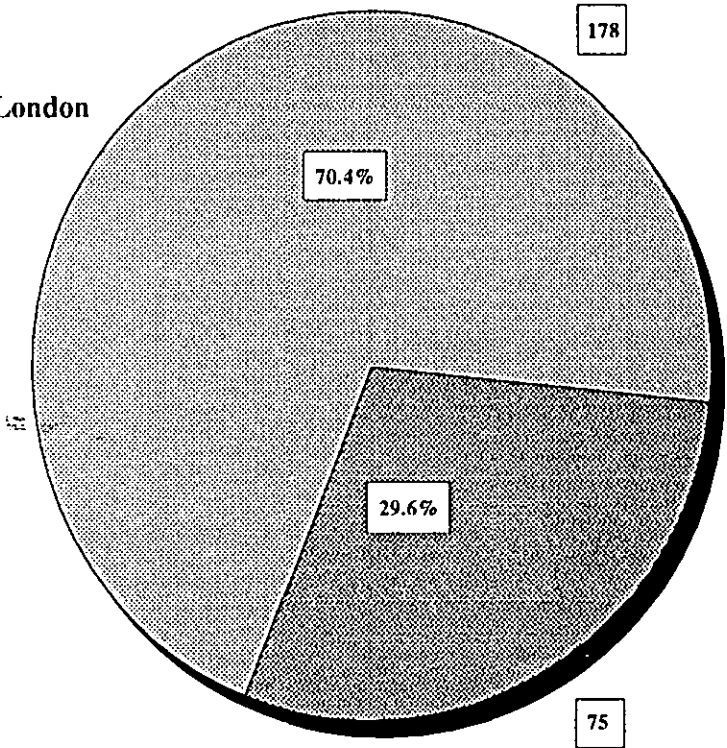
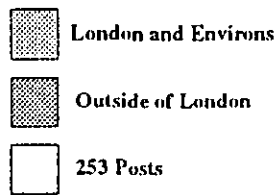
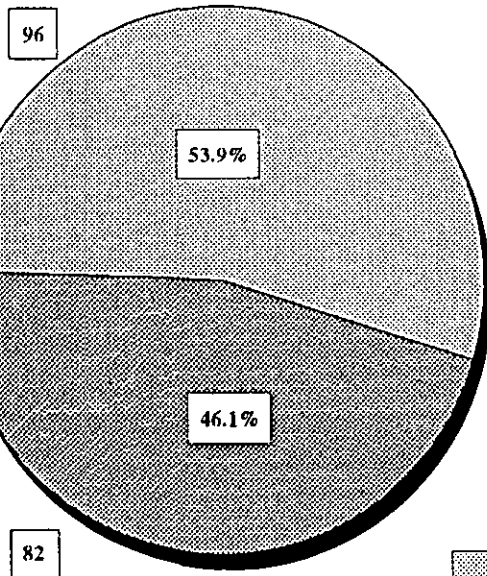


Figure 4: All Teaching Posts

Outside of London



London and Environs

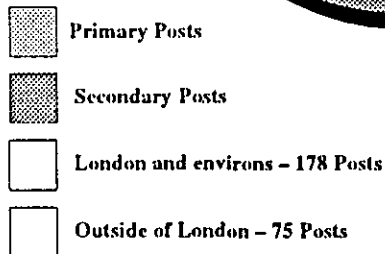
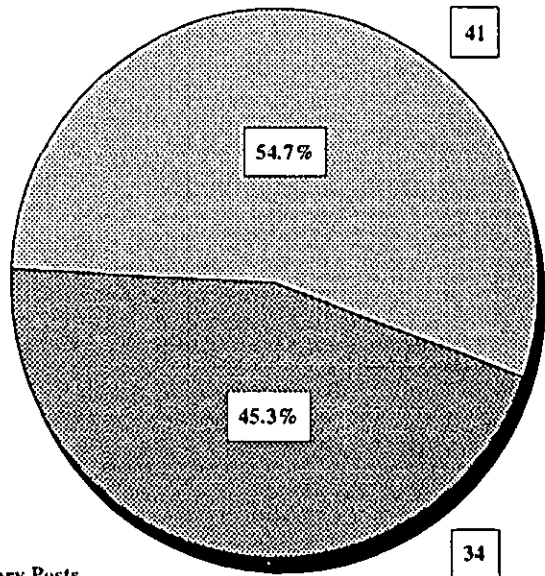


Figure 1: Total of All Responding Schools

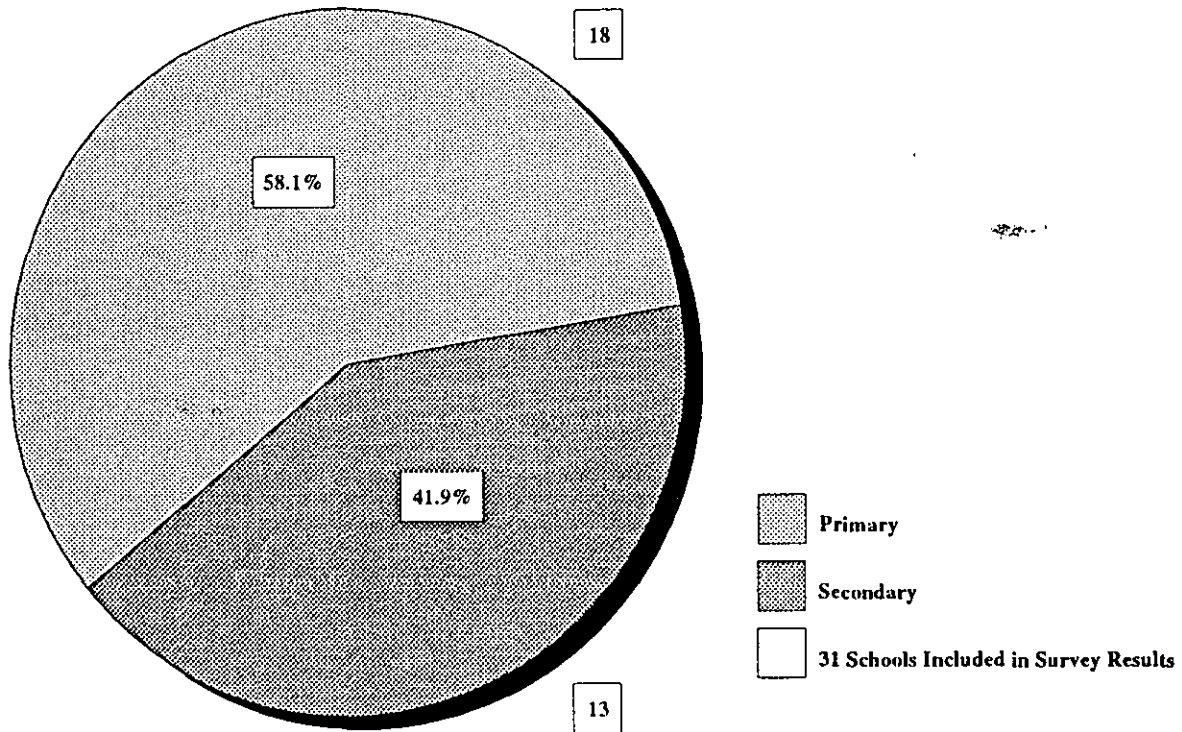
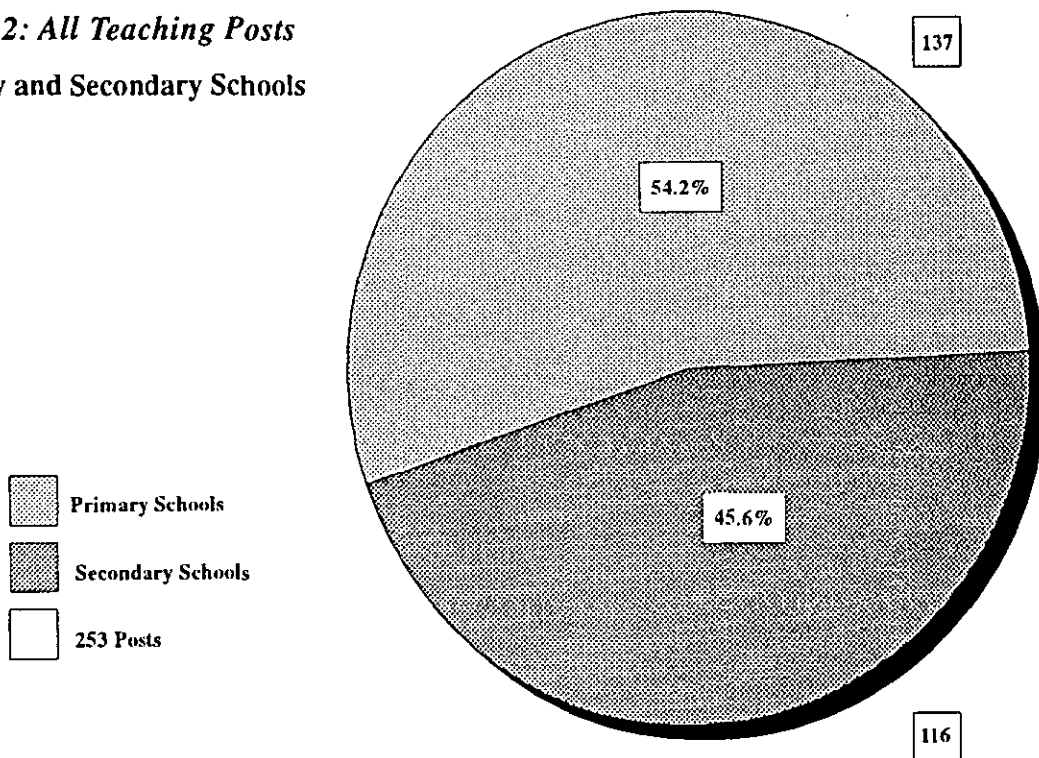


Figure 2 shows the distribution of teaching posts between the primary and secondary phases.

Figure 2: All Teaching Posts
Primary and Secondary Schools



Commentary on the Survey

The study undertaken was essentially a snapshot of Jewish Studies teachers in April 1996. Whilst an in-depth study might have revealed more detailed information upon which to base more substantive analyses, it was felt possible at this stage to make a number of useful comments.

a) The demand and supply of Jewish Studies Teachers

Of the 253 Jewish Studies posts identified in the completed questionnaires only one in a primary school was unfilled. A second post in a secondary school had been filled on contract on a temporary basis. One post was in London, the other out of London. This very high occupancy of the posts suggests that there appears to be little shortage of those willing to teach Jewish Studies and that the schools are able to recruit staff. The demand for and supply of staff appear to balance. However, this could be somewhat illusory. The survey did not seek to discover under what circumstances the present level of staffing had been decided. It may be that the schools concerned felt that the level of provision in Jewish Studies teaching was adequate and there was little need to revise the time being devoted to the subject: hence the staffing level was appropriate. On the other hand, schools may have felt that more Jewish Studies lessons were desirable but funds to support an expansion were not available. Similarly, the demands of the National Curriculum may militate against further expansion of time-tabled Jewish Studies. Alternatively, it may have been that schools thought that there were only enough staff available to support the existing level of Jewish Studies teaching.

A similar pattern of stability appeared to exist in schools over the question of the increase of Jewish Studies staff. Overall, 14-16 schools stated that some expansion was being considered for the period 1996-99 but only 3-4 posts were formally forecast. Again, this small increase can be open to a number of interpretations. The proposed developments may be based on anticipated increased school populations and if the period under review had been extended to say, the year 2001, perhaps the projected need for more Jewish Studies teachers might have been larger. Alternatively, it may be concluded that the present level of commitment of the time of pupils to the subject was adequate and only minimal expansion was needed. Again, the supply of funding might have guided decisions about future staffing levels, as might any plans that perhaps exist to combine the teaching of Jewish Studies and secular subjects in the primary schools. Whatever the reason for the decisions made concerning Jewish Studies staff over the period to 1999, it has been concluded that the picture represented by the survey results is one of considerable stability in terms of volume.

This conclusion must be set against a backdrop of trends in enrolment in both Jewish and non-Jewish schools nationally and locally. Nationally, enrolments are increasing especially at the primary level and hence increases in staff numbers could be expected. To reflect this expected growth in school populations plans have been announced in some areas for the establishment of new Jewish schools. It may be that for schools included in this survey, projected new schools will syphon off existing pupils and share new enrolments, and hence the survey schools have not forecast additional posts for Jewish Studies. The consequences of new schools recruiting Jewish Studies staff from existing schools have yet to be seen. It can be reasonably forecast

It was also felt useful to adopt the classifications of General Day and Very Orthodox to identify teaching posts and this division is indicated for All Teaching Posts in Figure 5 and for Primary and Secondary Posts in Figure 6.

Figure 5: All Teaching Posts

General Day Schools and Very Orthodox

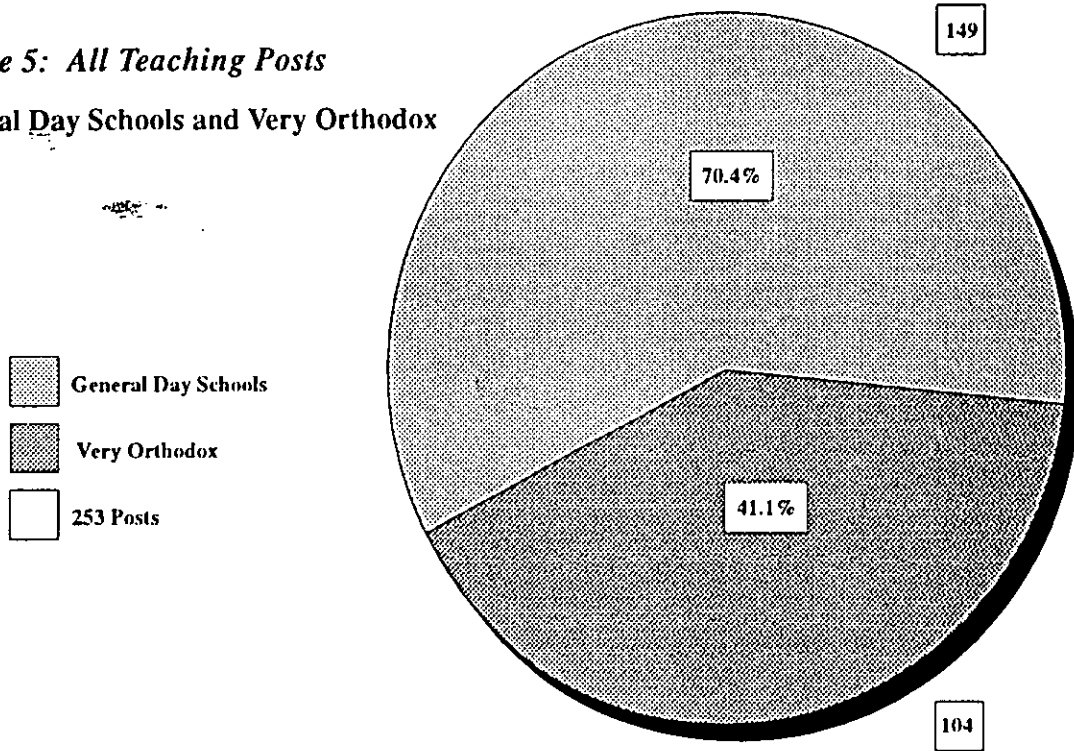
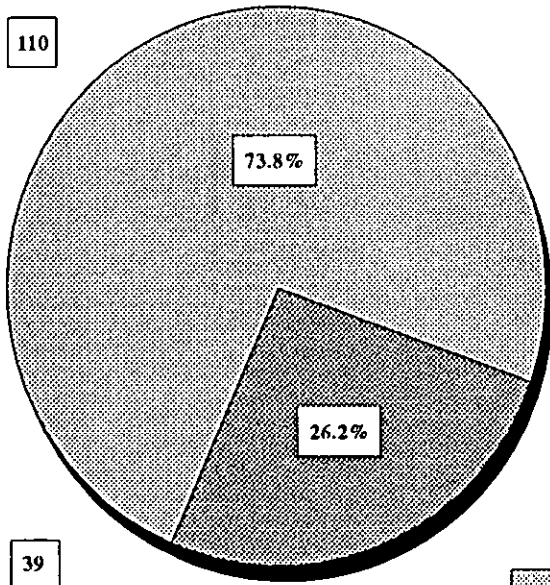
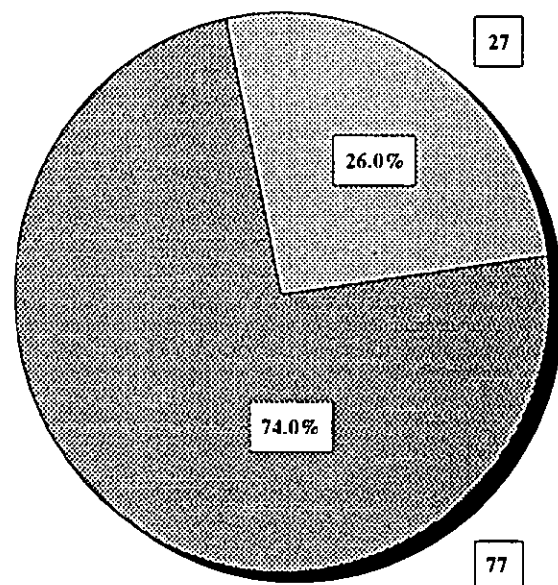


Figure 6: All Teaching Posts

General Day Schools



Very Orthodox



- Primary Posts
- Secondary Posts
- General Day Schools - 149 Posts
- Very Orthodox Schools - 104 Posts

that a similar survey conducted in 3 to 5 years time might produce a result quite different from that represented by the data available here.

b) The Age Profile of Jewish Studies Teachers

Data was provided on behalf of all but 11 teachers out of a total of 252 represented in the survey and hence the data which is summarised in Appendix B may be used for preliminary analysis. The Age Category Totals provide a useful insight into the overall spread of staff by age groups and a number of features are of interest. Some 26 staff were in the categories of 55-60 and over 60 and it is to be anticipated that a proportion of these categories will retire within the survey period to 1999. It is not possible to comment on the exact proportion, but the fall from 19 (55-60) to 7 (over 60) may be indicative of the watershed which teachers identify for retirement. Informal conversation on other occasions has indicated that staff target an earlier age than other groups but this must be weighed against Jewish Studies teachers not attracting pensions. It may well be that by 1999 up to 10% of the existing staff may have reached or be reaching retirement age and these staff appear to be spread over the range of primary and secondary schools included in this survey.

At the other end of the age categories there is a very high participation rate with 32 in the less than 25 year old and 34 in the 25-30 year old categories. This represents 26% of the total staff surveyed. Of this total of 66 staff, 43 are in the primary schools and there is a very sharp decline in staff numbers in both the 30-35 and 35-40 age groups. Only in the 40-45 and 45-50 groups do the figures increase again to 26 and 24. The survey did not seek information about the sex of the teachers but since the majority of the primary teachers are female, a reasonable hypothesis for the decline in totals may be that staff leave to have children and return to teaching later when their family commitments permit. Should this hypothesis prove to be correct it would suggest a greater degree of flexibility and instability in staff than the figures themselves indicate.

The position with regard to secondary schools appears to be somewhat different. Overall, the pattern of staffing appears to be more uniform, especially over the age range from 25 to 50 years and with 36% in the range 25 to 35. There is a small number of staff in the under 25 years of age bracket and this may well be related to the level of personal education expected of staff before they can hope to be appointed to a secondary school with its focus on more academic aspects of the work in hand. The particularly high numbers of 16 aged 30-35 in General Secondary and 17 aged 45-50 in Very Orthodox schools are exceptional and would require further detailed study. These may be related to the date of the commencement of a school or a phase of rapid expansion. No information was collected on the time staff had been in their respective posts but it may be that secondary school staff illustrate a more stable pattern of employment than their counterparts in the primary.

The survey also requested information on details of staff expected to leave the schools at the end of the 1995/96 school year. The results are summarised in Table 1 below.

TABLE 1 : Jewish Studies Teachers Leaving July 96

Age Profile	London & Environs				Out of London			
	General Jewish		Very Orthodox		General Jewish		Very Orthodox	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
≤ 25	3			1	1			
25-30	2	2		2				
25-35		2		1	1			
30-35	1	3						
35-40	2							2
40-45	3							
45-50								
50-55								
55-60								
60 +								
Total	11	7		4	2			2

Total Primary 13 9.5% of all primary

Total Secondary 13 11.2% of all secondary

The table confirms to some extent a high proportion of staff leaving primary school in the age ranges 25 & under and 25-30: in total, 6 represent 13.9% of the two age ranges. Overall, the total of 13 leavers represents 9.5% of all primary teachers surveyed. However, only one school expressed concern about replacing the one teacher who was expected to leave. For the secondary phase, the survey showed that 13 teachers overall or 11.2% were expected to leave their schools and two schools expressed concern over the potential difficulties of replacing staff.

c) *Training Needs*

No attempt has been made in this survey to discover the schools' attitudes to the desirability of pre- or in-service training of Jewish Studies teachers. This in part reflects the aim to conduct a brief survey which was exploratory only in the hope of obtaining a quick and positive response. Similarly, potential patterns of pre-service teacher education in the Jewish community have not been extensively addressed in other fora, although some reference was made to this in the Worms Report. Potential patterns of pre-service teacher education and the question of the effectiveness of different training modes and their viability in relation to the recruitment of full and part-time teaching posts demand investigation.

In the meantime, the apparent ability of schools to fill available teaching posts suggests that major training needs may be identified among teachers in post. The ready take-up of places on the Advanced Diploma in Professional Studies offered by the Institute of Education (up to 35 teachers are registered in the second year of the programme) is further evidence of Jewish Studies teachers' interest in Continuing Professional Development (CPD). The decision of Jewish Continuity and the L A Pincus Fund to invest heavily in programmes for CPD would seem to have been both correct and appropriate.

A large proportion of young teachers mixed with a steady number of mature teachers points to the need for Continuing Professional Development in the following areas:

- Ongoing programmes in the theory and practice of the classroom to ensure that both beginning and part-time teachers receive professional development in competencies appropriate to the Jewish Studies classroom.
- Programmes to ensure all Jewish teachers at all stages of their career are fully able to contribute to the continuity and progression provided within Jewish Studies departments for individual pupils and towards whole school policies.
- Curriculum development programmes to assist in providing each school with a curriculum capable of acting both as a syllabus guide and also as a means of facilitating new and returning teachers into the aims, ethos and practice of each Limmudei Kodesh department.
- Accreditation of CPD programmes to support Jewish teachers in developing appropriate and worthwhile portfolios to encourage a commitment to teaching as a life-long career.

Directions for Further Enquiry

This survey was designed specifically to obtain a limited volume of information quickly to provide a viable overview of the staffing of Jewish Studies in a restricted range of schools. The survey has provided valuable background data. However, the data itself provides few answers to questions of how the information may be interpreted. The comments above suggest that there is no excess of demand over supply of Jewish Studies staff but to what extent is this true? Whilst all but 2 of 253 posts were filled on a permanent basis at the time of the survey, how far did this represent a satisfactory position or did it mask an actual shortage overcome in a short-term manner by the employment of staff with lower than desirable qualifications and experiences? Similarly the conclusions over the fluctuations in primary school staff can at best be described as tentative. The younger staff provide a valuable resource for the school, but how far is it true to say that those who make up the majority who leave between 25-30 do in fact return at a later age? This would have important implications for the provision of training for the younger staff and the extent to which such training would represent a justifiable investment by the school and community. With regard to secondary school staff, little can be deduced from the survey results of the length of employment of individuals and whether staff who have been provided with training and expertise can be retained in the schools. Do secondary school teachers leave teaching? If so, can a reason be identified for that? Finally, the survey says little about the personal educational qualifications possessed by staff, or their training profile, and such information would be vital in formulating any coherent plans for staff development.

A more detailed investigation would assist in answering a number of the questions raised by the initial survey. To undertake a full review of all the schools already contacted would be time consuming and expensive. What is recommended is that four schools be selected and detailed case-studies be undertaken. The schools might include a primary and a secondary both in and out of London. The case studies would seek information on inter alia:

- The educational and professional qualifications of the teacher.
- Anticipated periods of employment including periods off for children, retirement, etc.
- The ambitions of staff in relation to personal career development.
- Individual perceived training needs.
- Tracer studies of staff who have left the school.
- Future development plans for the schools.

In designing or conducting these case studies, the intention would be to draw upon the results of research already conducted under the title 'Teachers Voices', in which 23 primary school teachers completed questionnaires and took part in an interview schedule.

Appendix A

JEWISH STUDIES TEACHING POSTS
1996-1999

Name of School: _____

1. How many Jewish Studies full-time posts do you have at your school?

2. Are they all filled? Yes No
3. How many part-time Jewish Studies posts do you have at your school?

4. Are they all filled? Yes No
5. How many full-time posts will you have next year?

6. How many part-time posts will you have next year?

7. Do you expect to create any new Jewish Studies teaching posts between 1996 and 1999?
 Yes No
8. If yes, how many?

9. How many teachers in your Jewish Studies department fit the following age-profiles?

_____ 20 - 25, or under	_____ 45 - 50
_____ 25 - 30	_____ 55 - 60
_____ 30 - 35	_____ 60 - 65
_____ 40 - 45	
10. How many Jewish Studies teachers do you expect to leave your school at the end of this school year?

11. In which age profile will they be?

_____ 20 - 25, or under	_____ 45 - 50
_____ 25 - 30	_____ 55 - 60
_____ 30 - 35	_____ 60 - 65
_____ 40 - 45	

Appendix B
TEACHERS AGE PROFILE

		# of schools	25	25-30	25-35	30-35	30-40	35-40	40-45	45-50	50-55	55-60	60+	age not stated	total # of teachers	total # of posts	Other Comments
ALL POSTS	- Primary Schools	18	27	16		13		4	26	24	7	12	3	4	136	137	
	- Secondary School	13	5	18	5	24	5	6	12	19		7	4	11	116	116	
	- General Day	23	19	21	5	28		5	28	23	4	8	3	4	148	149	
	- Very Orthodox	8	13	13		9	5	5	10	20	3	11	4	11	104	104	
	- London	18	26	27	5	25	5	3	22	27	3	17	3	15	178	178	
	- North	13	6	7		12		7	16	16	4	2	4		74	75	
PRIMARY	- General	16	19	13		12		3	24	21	4	7	2	4	109	110	
	- Very Orthodox	2	8	3		1		1	2	3	3	5	1		27	27	
SECONDARY	- General	7		8	5	16		2	4	2		1	1		39	39	
	- Very Orthodox	6	5	10		8	5	4	8	17		6	3	11	77	77	
PRIMARY	North - General	7	5	3		3		2	11	10	4	1	1		40	41	One FT post not filled
	- Very Orthodox																
	London - General	9	14	10		9		1	13	11		6	1	4	69	69	
	- Very Orthodox	2	8	3		1		1	2	3	3	5	1		27	27	
SECONDARY	North - General	3		2		4		1	1	2					10	10	
	- Very Orthodox	3	1	2		5		4	4	4		1	3		24	24	
	London - General	4		6	5	12		1	3			1	1		29	29	one post filled by temp supply contract
	- Very Orthodox	3	4	8		3	5		4	13		5		11	53	53	
Age Category Totals			32	34	5	37	5	10	38	43	7	19	7	15	252	253	
* In their responses, some schools adopted different age groups from those requested on the questionnaire																	

What is RESQUJE?

RESQUJE is a Unit funded by and sponsored through Jewish Continuity and based at the Institute of Education University of London. RESQUJE has grown out of work already done in full-time, supplementary and higher education systems which has identified a need for an integrated approach to research and development in Jewish Education. RESQUJE has been established to support quality Jewish Education and works through the organisation of activities and programmes for young people, parents, teachers, governors and members of the community concerned with Jewish Education.

What does RESQUJE do?

RESQUJE operates at a number of levels. At the young persons level RESQUJE supports the work in Jewish Studies in the schools and the supplementary systems. For teachers, RESQUJE provides professional development programmes for the enhancement of teaching and learning. For schools, RESQUJE offers support for Jewish Studies and whole school development. All these activities are based on the analysis of need through research and agreement with the people concerned. For community planners RESQUJE can provide essential data for strategic thinking in local and national communities.

What are RESQUJE's main activities?

Support for teachers through:

- Promoting career development through accredited courses
- Support for curriculum development
- Workshops for the development of learning resources
- Workshops on the National Curriculum and Jewish Studies

Encouraging scholarship in Jewish Education through:

- Advanced level studies at Masters and Ph.D levels
- Conducting research in Jewish Education
- Drawing upon international Jewish scholarship to inform RESQUJE
- Sponsoring publications on Jewish Education

Developing relationships with the Jewish Community through:

- Informing the Jewish Community of the work of RESQUJE
- Organising colloquia, conferences and workshops
- Publishing the results of research
- Participating in strategic planning in Jewish Education
- Encouraging active participation in RESQUJE work across the Jewish Community