



Analysis of Leadership in Three Jewish Congregational Schools: Implications for Academia

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NRJE CONFERENCE 2011: 25th Anniversary
June 12-14, 2011 ~ Toronto, Ontario, Canada



- Research about Jewish congregational schools
 - ★ Information about students, teachers, curriculum and milieu is available.
 - ★ The voice of the principal was largely silent – until this study.

- Cross Case Study about Leadership – Three Research Questions
 1. What are the leadership styles of principals of Jewish congregational schools?
 2. How does the principal's leadership operate in the school?
 3. How does the leadership style of the principal impact the school?

- Selection Criteria
 - ✓ Longevity of principals in their current positions
 - ✓ Reputational nomination
 - ✓ Eligibility for a high profile grant sponsored by the local Board of Jewish Education

- Major Finding: Common Leadership Traits
 1. Change Initiators
 2. Authority Figures
 3. Unifiers
 4. Problem Solvers

- Conceptual Frameworks: Leadership Theory and Educational Commonplace Theory
 - ❖ Situational Leadership (Blanchard)
 - ❖ Transactional Leadership (McGregor)
 - ❖ Reframing Organizational Leadership (Bolman & Deal)
 - ❖ Instructional Leadership (Lezotte)
 - ❖ Learning Organization Leadership (Senge)
 - ❖ Transformational Leadership (Covey)
 - ❖ Moral Leadership (Sergiovanni)
 - Teacher
 - Student
 - Curriculum
 - Milieu

- Site 1 – Temple Torah
 - ◆ Principal – 27 years, 60 teachers, 900 students
 - ◆ Hierarchy Culture : efficiency, stability, predictability, harmony
 - ◆ **Organic Leadership**
 - ❖ team approach, climate control, role model
 - ❖ instructional, learning organization, & moral leadership



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- Site 2 – Congregation Avodah
 - ◆ Principal – 14 years, 29 teachers, 385 students
 - ◆ Adhocracy Culture : creativity, risk taking, change, growth
 - ◆ **Philosophical Leadership**
 - ❖ Trusting, collaborating, determining expertise, using strengths
 - ❖ Transformational, learning organization, & moral leadership

- Site 3 – Temple Gemilut Chasadim
 - ◆ Principal – 13 years, 60 teachers, 880 students
 - ◆ Market Culture : outreach, competitive, effective management, achievement oriented
 - ◆ **Positive Leadership**
 - ❖ Can do, energetic, efficient, smiling
 - ❖ Instructional, transformational, & moral leadership

- Impact of Leadership
 1. New Curriculum and Programs
 2. Greater Teacher Capacity
 3. Strong Legacy
 4. Enhanced Culture
 5. Positive Climate
 6. Excellent Reputation

- Use of Frameworks
 1. Structural: Two Principals: Hierarchical & rules oriented, One Principal: Laissez faire
 2. Human Resources: All Principals: Hire excellence, mentor, promote from within, provide training and professional development, help learn on the job
 3. Political: Two Principals: Use committee as personal political action committee (PAC), mentor lay leaders, One Principal: Was unaware of who players were or politics
 4. Symbolic: Buildings: Jerusalem & Israel, Strength & endurance, Taj Mahal & Jews in a non-Jewish area; Principals: Meaning & faith, Stories & ritual, Jewish identity

- Implications for Jewish Academia
 - ? How do successful JCE leaders survive and thrive?
 - ? Do we train successful JCE leaders?
 - ? Why attend a Jewish institution of higher learning?
 - ? Is JCE worth having, and will it continue to exist?

JCE= *Jewish Congregational Education*