

Introduction from the Editor

In a report published by the Center of Jewish Peoplehood Education in 2011 summarizing the work of the Global Task Force on Peoplehood Education titled Jewish Peoplehood Education – Framing the Field, two out of the six framed as core challenges were: From concept to pedagogy and from Pedagogy to program. The report states: "Peoplehood educational programs are rare commodities, and in fact interventions with the desired Peoplehood effect have yet to be fully designed. ... there are no Peoplehood education resource books, manuals and materials to use, copy, improve or even critique. The Peoplehood educator is facing a major shortage of materials necessary to implement his agenda successfully". (2011, P27).

An article I co-authored with Clare Goldwater, published in 2013 in Peoplehood Papers 11—which was dedicated to *Peoplehood in Practice: Shifting from the "What" to the "How"*—echoed similar sentiments: "it is an acknowledgement that we are dealing with an identity crisis that requires a holistic educational approach facilitated by educators as the key change agents for assuring a strong and rich Jewish collective future. It reflects a conviction that our response should be practical, proactive and impactful. We believe that it signifies a broader shift from an intellectual conversation about what is Peoplehood to a practical approach to rebuilding Jewish collective identity; A shift in focus from concept-building to people-building".

And yet it took over a decade for a serious initiative for addressing the challenge to be launched. M² in collaboration with the Z3 Project launched the first ever fellowship of "master practitioners to develop new pedagogies of Peoplehood rooted in Jewish tradition, that can help learners and communities cultivate a stronger sense of belonging to the Jewish People". It is important to reflect for a minute on the meaning of committing to develop pedagogies. Pedagogy according to the Encyclopedia Britannica is "the study of teaching methods, including the aims of education and the ways in which such goals may be achieved". A pedagogy by design is not the development of one specific program but rather the creation of platform for developing multiple programs. A meta-program that enables the nurturing of diverse expressions of world views through impactful educational methodologies.

As the publication for this field, *The Peoplehood Papers* is honored to showcase a selection of these newly developed pedagogies, recognizing the pioneering nature of this initiative and its creative projects. We publish them both in appreciation of their intrinsic value and as a catalyst to engage educators in shaping the future of Peoplehood education. We are only at the beginning of this process, but it is time for Jewish educators to take ownership of how we engage Jewish youth in their collective identity.

I would like to acknowledge the contribution of my two co-editors, Clare Goldwater and Mollie Andron who carried the bulk of the editorial workload and to Julie Maschler Pearl for the design of this booklet. I also extend my gratitude to M² and Z3 for making this publication possible, and finally, to the Fellows themselves for their creativity and thoughtfulness.

May we see the launching of a fresh educational conversation in the coming year.

Shana Tova,
Dr. Shlomi Ravid

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