

## #OnwardHebrew: In the words of education directors

BONUS: Complementary resources are offered in *green font* after select comments.

### What tensions or challenges have educational directors identified when implementing #OnwardHebrew?

- **“Change? Bottom line, it’s about disruption without killing the foundation.”**
- **“Is it okay to use transliteration or not?”**
  - **“No.** Our senior rabbi had decided we cannot use transliteration in *t’fillah* because more children are reaching B’Mitzvah not able to read the prayers.”
  - **“Yes.** As [Dr. Joel Hoffman writes](#), ‘the cat is out of the bag’ – our synagogue’s prayerbook for adults has transliteration. It’s a given. So we start building the sounds of *t’fillah* aurally, or with transliteration, and then help children match the sounds to the print on the page.”
  - **“It depends.** In the past, we had children who completed the Hebrew program in school and were left with six months of no Hebrew prior to being picked up by the B’Mitzvah tutor. Sometimes, the tutor would offer transliteration, rather than working with the child to regain their decoding skills. Now that we have adjusted our program, more children read from the Hebrew; this was not the case 6-7 years ago.”



- **“What about teaching Hebrew Through Movement in the upper grades?”**



- **“We couldn’t find enough HTM teachers so we prioritized its teaching in the younger grades.”**
- **“We learned that children in the upper grades need a ‘with-it’ teacher and didn’t have the right personality among our staff.”**
- **“When children have HTM from the lower grades up through sixth grade, they are used to the jumping and running and go along with it as a 12 year old. However, we have learned to keep growing HTM, using it to introduce prayers and blessings, thus fitting the maturity level of sixth graders.”**