**Roy Weintraub – Cover Letter**

Below, I will explain how I am suited for the position in four distinct ways. As I will elaborate, I have extensive expertise in the Jewish education field as well as a connection to the field of educational policy and leadership. However, I would like to begin with the competencies I consider particularly relevant for any education researcher joining a tenure track in our rapidly changing reality.

1. **Proven research excellence in diverse disciplines and the ability to learn new technologies and research tools**

Entering a tenure-track position likely means filling a position for twenty years or more. In my case, it would be over thirty years until retirement. Although the prophecy has been given to fools, it is highly probable that significant changes will occur educational academic research in the next decade or two. Exponential progress in AI, rapid technological development in virtual reality, and the increasing power of international technology companies are all processes already underway that will profoundly impact educational reality, research capabilities, and the dynamics between schools of education in academia and EdTech companies in the business sector.

In these circumstances, my diverse background and the way I have repeatedly demonstrated excellence in a wide range of projects, disciplines, and contexts indicate that I will know how to leverage the changes in reality to improve my research as well as their theoretical and practical implications. My intellectual depth in the humanities, mathematical skills, connection to the business sector, and rapid adoption of new technologies are all aspects that will stand by me to make the most of the position in the school of education amidst the expected profound changes in the educational and research fields in the coming decades.

1. **Expertise in Jewish Education**

The characteristics, tensions, and dilemmas regarding Jewish-Israeli identity and worldview are at the heart of my research. Teaching history is a cultural product that provides a window into understanding social, ideological, and value issues. My research, from my M.A. to my postdoc, outlines a multi-dimensional, comprehensive, and in-depth picture of educational processes in Jewish society from the early Zionist movement to the present day. The studies focus on the dynamics between the State (secular) and State-Religious Education systems—conceptually, socially, and organizationally. They are directly connected to the upheavals of the past two years in Israeli society, which embody the climax of a long-standing cultural struggle and has brought to the surface a profound discussion on the Jewish-democratic character of Israeli society. The deep understanding I have developed regarding various educational streams within Jewish society in Israel can significantly contribute to this discussion—both from a research and an educational perspective.

I identify three areas where I can significantly contribute to the field of Jewish education at the School of Education:

* 1. **Interweaving Jewish education into a broad international context, both theoretically and historically**. As a graduate of the School of History, my research into Jewish education in Israel was always within an international conceptual framework. This connection is especially important in today's circumstances, where international processes are more powerful and faster than ever.
  2. **Examining issues of Jewish education against the backdrop of deep technological changes that are transforming humanistic education as a whole**. One foot of mine is deeply rooted in the world of spirit and education, but my other foot is planted in the world of technology and economy. Nowadays, it seems that education cannot ignore technological transformations that are drastically changing the reality for the younger generation.
  3. **Beyond the scholarly aspect, my work with Pre-Military Leasership Academies (PMLAs, Mechinot Kdam Tzvaiyot) is one expression of my contribution to the questions at the heart of contemporary Jewish education**. The research on historical consciousness among PMLA students was designed to answer theoretical and international research questions. However, it was also designed to address issues central to the educational activities of the PMLA heads. Accordingly, I currently work closely with several PMLAs. After a joint discussion on the initial findings, several PMLAs seek to continue the joint work and expand the collaboration. They request to turn the examination into a multi-year study, tracking their graduates over several years and integrating it into shaping the PMAL's objectives and educational process.

Additionally, my connection to Jewish education is not limited to the academic or professional framework but also extends to personal existential questions and adult education activities. Although I was raised and educated as a secular person, during my military service, I was drawn to Jewish wisdom. I was searching for existential meaning and my place in the world. Over the years, I have embraced the Buddhist path, which I practice with great dedication. About eight years ago, I led the establishment of a center for practicing the Buddhist path in connection with Jewish tradition and Israeli culture ("Appamada Association"). The center is thriving, and a community has been built, which is a very important foundation in my life and my family's life.

1. **Connection to the fields of Educational Policy and Leadership**

Unlike the field of Jewish education, I did not specialize particularly in educational policy and leadership. However, both in my research and in my educational activities – as a leader of teacher training at the Ministry of Education and as a lecturer at teacher colleges – I have operated in connection with the field of policy and leadership. I can contribute to the field in two ways:

* 1. **A historical-sociological perspective on how structural changes occur in the education system**. Both my intellectual background and my research on the dynamics between ideology, social changes, and organizational dynamics can provide a valuable perspective for policy and administration professionals seeking to lead changes – at the school, municipal, or national level. An example of this is the course I offer on "Changes".
  2. **Issues in policy planning and implementing educational programs in practice**. Among the many things I can contribute to this topic: a discussion on the complex relationship between academic research and educational policy at the national level and classroom practice; the status of the teacher and the challenges in teacher training in Israel; and trends of centralization and decentralization in the Ministry of Education.

1. **Personal Merit, Collegiality, and connection to the Educational practices**

I am a team player with systems thinking. I enjoy independent research, but I am equally an excellent colleague, happy to help my peers and improve the workplace I am in. From my army unit, through the hedge fund office, the School of History at Tel Aviv University, to the Truman Institute – wherever I am, I contribute to a positive atmosphere and joint effort for a common goal. These are things that are difficult to quantify but have a significant impact on workspace and its productivity – in the short and long term.

Additionally, I have excellent management and organizational skills. As I elaborated in my scientific biography, I was responsible for planning and implementing an innovative project between Tel Aviv University and the Ministry of Education. This project involved over 1,700 teachers. Besides that, in the last decade, I have been responsible for hosting senior teachers in the Buddhist tradition and organizing over a dozen meditation retreats with hundreds of participants.

Beyond my educational aspirations for society, I strive to educate myself. I attach enormous importance to my heart's intentions and the honesty of my actions in body, speech, and thought. I do my utmost to help, support, and be kind to my students, colleagues, and superiors. In my understanding, this is an educational act no less important than any research I publish or project I lead.

In summary, I will make every effort to ensure that my diverse intellectual abilities, international research connections, relationships with the Ministry of Education and variuos PMLAs, organizational skills, collegial values, and educational aspirations contribute greatly to the School of Education and beyond.