



2017-2018 / 5778

Welcome to a new year of learning and professional development! This year we emphasize on-going or multi-session learning opportunities. In collaboration with our partners at Hebrew College and Gateways, we have a wide range of offerings both in topic and in scope. Some offerings are geared for a particular cohort of educators and most will be enriched by a diversity of participants. We look forward to engaging in dialogue with one another and with our presenters.

Registration information is embedded in the descriptions of each opportunity.

We are very excited about what we have planned for the coming year and hope you are too! We will keep you posted as other opportunities for learning and professional development become available over the course of the year.

If you have any questions or suggestions, please be in touch with Julie Vanek, Director of Jewish Learning Connections at [juliev@cjp.org](mailto:juliev@cjp.org).

The members of the Jewish Learning and Engagement Team look forward to learning together with you!

*Developed in partnership with:*



# CEI at Hebrew College (Congregational Education Initiative)

[Congregational Education Initiative \(CEI\)](#) is a teacher professional development program, offered jointly by Hebrew College and CJP's Jewish Learning Connections.

## **Project-Based Learning**

Project-Based Learning (PBL) is a dynamic approach to learning in which participants acquire knowledge and skills by actively exploring a complex question and working on an authentic community need. CEI offers training for educational directors and teachers coupled with a coaching process to introduce project-based learning into their schools. Through PBL "Jewish learning is woven into the children's experience", says Designer and Trainer Dr. Ronit Ziv-Kreger.

*This year's PBL introductory cohort is complete. To express interest in a future cohort, please contact Marion Gribetz ([mgribetz@hebrewcollege.edu](mailto:mgribetz@hebrewcollege.edu)) at Hebrew College.*

## **Facilitator:**

**Dr. Ronit Ziv-Kreger** combines passion for Jewish learning and life with her MIT training in management science to help institutions navigate systemic changes and adapt pedagogies to manifest their vision. She serves as consultant to CJP's initiative to reinvent supplementary education in the Boston area, and as Designer and Trainer for Hebrew College's congregational PBL professional development. Ronit has supported dozens of schools both in Israel and the Boston area since 1997 with successful implementation of innovative pedagogies such as project based learning and Torah Godly Play. She is a graduate of the Pardes Educators Program and received her PhD from MIT's Sloan School of Management.

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## **Project-Based Learning 2.0**

For 2017-18, in recognition of the almost 20 teachers and education directors currently implementing aspects of PBL in their schools, we are happy to launch PBL 2.0. This ongoing Professional Development opportunity will convene throughout the year under the leadership of Kim Bodemer. We will have guest lecturers in areas of art education and technology, to broaden the participant's range of skills for the work with their students. Additionally, site visits and shared collegial learning will be provided.

*For more information about PBL at Hebrew College, please contact Marion Gribetz, [mgribetz@hebrewcollege.edu](mailto:mgribetz@hebrewcollege.edu)*

## **Facilitator:**

**Kim Bodemer** considers herself a lifelong learner; gaining wisdom from both formal and informal sources. Kim is currently the Director of Congregational Learning at Temple Chayai Shalom in Franklin. Kim earned her Master of Art in Religious Education from Hebrew Union College-Jewish Institute of Religion and continues her learning through conferences, seminars and other professional development opportunities. Kim has been recognized nationally as an "Innovator in Education" from the Legacy Heritage Foundation. At Chayai Shalom, Kim has been implementing PBL expeditions for a number of years. Her leadership in this area has provided meaningful, enriching and exceptional educational opportunities for all members of the temple community.

### **Clinical Mentor Faculty Program**

A third cohort of supplementary school leaders begins their second year working on strengthening the vision and skill for teacher development in their programs. This professional learning community comes together to learn and practice core skills of mentoring teachers, such as observing and analyzing teaching, to share their experiences, and to identify and discuss key challenges and opportunities in the field of Jewish supplementary education. As part of the program, the Coordinator visits each participant's site to co-observe a teacher and reflect on the observation and its follow-up.

*For more information or to express your interest in a future cohort, please contact Marion Gribetz at [mgribetz@hebrewcollege.edu](mailto:mgribetz@hebrewcollege.edu).*

#### **Dates and Location:**

Thursday morning, 9:30-11:30am; September 29, November 3, December 1, January 5, February 2, May 11  
This group meets at Hebrew College, Newton.

#### **Facilitator:**

**Allison Cook** serves as the Coordinator for the Clinical Mentor Faculty Program at Hebrew College. She is a teacher-educator as well as a teacher of Jewish studies to both children and adults. At the Mandel Center for Research in Jewish Education at Brandeis University, Allison is also part of a research team in which she is developing and writing about pedagogical frameworks for teaching and learning in Jewish Education.

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### **Torah Godly Play Practitioners' Training**

Godly Play © is an accredited Torah-telling practice used in religious education throughout the world designed to enhance the spiritual lives of children. Its application to Jewish education has been pioneered by the Shoolman Graduate School of Jewish Education at Hebrew College and a community of practice led by Rabbi Dr. Michael Shire. Teachers in Jewish Education settings are invited to participate to enhance their repertoire of teaching Torah. There will be an opportunity to practice the art of Torah Godly Play, experience newly written stories on Jewish holidays and Torah stories and to enroll in a community of practice designed to support practitioners of Torah Godly Play. Materials to tell you first story at home will be provided.

Learn more about Torah Godly Play and [register for this Training](#)..

#### **Dates and Location:**

Sunday, December 10, 2-7pm and Monday, December 11, 9am-3:30pm  
Hebrew College, 160 Herrick Road, Newton Centre

#### **Facilitators:**

**Rabbi Dr. Michael Shire, Jacquie Serebrani-Kesner and Gretchen Marks Brandt**

**Rabbi Dr. Michael Shire** is the Chief Academic Officer and Dean of the Shoolman Graduate School of Jewish Education and Jewish Studies Program at Hebrew College and founder of Torah Godly Play, a spiritual based pedagogy for entering biblical narrative. He has a doctorate in Jewish Education from Hebrew Union College and *s'micha* from Leo Baeck College, London.

### **“Engaging Texts” – Philosophy for Children (P4C)**

This year, CEI will continue to offer educators opportunities for professional development in the innovative approach of “Engaging Texts” that brings together Philosophy for Children (P4C) – an international approach to education that brings together teachers and students in meaningful conversation – and the Jewish textual tradition as students explore together questions of meaning such as: What is goodness? What kind of life is worth living? Informed by the ongoing Jewish conversation and Jewish texts, this approach helps children make sense out of their experience and develop a world view in dialogue with Jewish tradition. It combines rigorous exploration of meaning with community building and rich, deep Jewish content.

*For more information about Engaging Texts – Philosophy for Children, please contact Marion Gribetz, [mgribetz@hebrewcollege.edu](mailto:mgribetz@hebrewcollege.edu).*

**Dr. Jen Glaser**, Founder and Director of [Engaging Texts Network](#), developed this approach through a generous support of a Covenant Foundation grant based at the JECC in Cleveland. Over the past three years she has led workshops at Hebrew College for Jewish educators seeking training in this approach. Educators who participated in these seminars are not only able to access online educational resources as they experiment with this approach in their classrooms, but also have the opportunity to be part of local and national communities of practice. Follow-up virtual and in person meetings will take place throughout the 2017-18 school year. Read about the impact that Dr. Glaser's work is having on schools and educators by clicking [here](#).

# Gateways: Access to Jewish Education

## Center for Professional Learning

The Center for Professional Learning (CPL) at Gateways is the one-stop shop for making real the dream of opening up the gates of Jewish education to all. We partner with Jewish educators, administrators and parents to deepen their knowledge and hone their skills to reach a diversity of learners. The CPL offers in-person consultation and coaching, workshops, and webinars with Gateways experts, along with curriculum units and online community platforms, resources and tools for school leaders, teachers and families.

For a menu of current offerings, please visit [this webpage](#). To learn more about how the Center for Professional Learning can help you or your school, contact [cplinfo@jgateways.org](mailto:cplinfo@jgateways.org).

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## Gateways Community of Practice

Join seasoned and sensitive Jewish educators, school directors and special educators to engage in mutual resource sharing as colleagues in a safe space and facilitate both personal and professional growth. Our goals include: collaborating with and learning from one another, sharing case presentations, and providing feedback regarding challenging current topics. We examine the questions: Where are we going? Why? What is expected? What do teachers, students and families already know and what interests them?

Educational Directors and Special Education Learning Specialists from across eastern Massachusetts gather to brainstorm, debate, share and learn about effective practices in inclusive supplementary Jewish education. All are welcome whether you are new to your role or have many years of experience. We share one common goal: to foster positive environments that maximize Jewish learning and engagement for ALL students.

Topics that have been addressed include planning effective lessons, making siddur Hebrew more captivating and fun, recruiting and improving communication with teen *madrichim*, expectations and flexibility in B'nai Mitzvah preparation of special learners, dealing with students missing multiple classes, providing individualized progress reports to families, and supervision of, and support for, staff. Each year the CoP participants delve into topics of shared interest, exploring best practices for all students and sharpening our skills as practitioners.

The prerequisite for participation in the Gateways Community of Practice is membership in the Gateways Consortium.

There are two separate CoPs, one that meets in Newton and the other in the South Area.

*For more information, please contact Rochelle Kelman at [rochelleL@jgateways.org](mailto:rochelleL@jgateways.org) or 617-630-9010, ext. 105.*

## **Dates and Location:**

Wednesday, 10:00am-12:00pm; October 18, November 29, December 13, January 17, February 14, March 14, April 25 with May 9 as snow make-up day

Temple Reyim, Newton

## **Facilitator:**

**Miriam Rosalyn Diamond** is a Jewish educator who has studied in the U.S. and Israel. She enjoys leading children, adults and families on explorations of Judaism and its relevance to their lives through multi-sensory learning and participatory goal-setting. She is Gateways' Community of Practice Facilitator for supplementary school directors. She is also Associate Director of the Center for Excellence in Teaching at Simmons College. She has served as Hebrew Learning Specialist and Director of Learning Enrichment at congregational schools. She has a Ph.D. in Educational Processes, with coursework in Hebrew, Judaic Studies and working with members of special populations. Her books and publications address effective teaching, active learning, and promoting religious literacy.

**Dates and Location:**

Wednesday, 9:30-11:30am; October 18, November 8, January 10, February 7, April 11, May 16  
South Area

**Susan Morrel** is a dynamic Jewish educational leader with over 25 years of congregational education experience, as well as work in Jewish camps and organizations, and in building curricula for diverse settings. In addition to her work facilitating the South Area Gateways Community of Practice, Susan is the Director of Field Experiences at Hebrew College in Newton Centre and is a Jewish Education Consultant and Coach in the Greater Boston area. She is also a teacher-educator and consultant in *Philosophical Inquiry in Jewish Education (PIJE)*. Susan holds an MA in Religious Education from Hebrew Union College-Jewish Institute of Religion.

## Jewish Learning & Engagement Team at CJP

# Youth Mental Health First Aid

Wednesday, November 1 and 8; Temple Beth Elohim, Wellesley  
8:30am-1pm on both days with light breakfast and snacks provided

Sometimes first aid isn't a bandage, or CPR or calling 911.

Sometimes first aid is **YOU**.

A young person you know could be experiencing a mental health or substance use problem. **Learn an action plan to help.**

Youth Mental Health First Aid USA is an 8-hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents and transition-age youth, ages 12-18. The course builds understanding of the importance of early intervention, and teaches individuals how to help youth in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.

### WHAT WILL YOU LEARN?

The course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, AD/HD, disruptive behavior disorders, and substance use disorder. Participants do *not* learn to diagnose, nor how to provide any therapy or counseling – rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan.

### WHAT ELSE DO YOU NEED TO KNOW?

\*This course will be co-taught by trained Mental Health First Aid instructors, Jaime Lederer, MSW, MPH, and Stephanie Sunderland-Ramsey.

\*You must attend the full 8-hour training to be nationally certified in Mental Health First Aid.

\*Each participant receives a comprehensive manual to take home.

\*While this course has reached its capacity, if there is sufficient interest we will offer another set of workshops later in the year. Please add your name to the waiting list using [this registration form](#).

# 4 Questions: The Reggio Approach and Jewish Education with Ben Mardell

Principal Investigator, Project Zero, Harvard University

March 7 – Temple Isaiah, Lexington

March 21 – Temple Beth Shalom, Needham

April 4 – Temple Shalom, Newton

9:30-10:00am – Light Breakfast and Welcome

10:00am-12:00pm – Workshop

Educators in Reggio Emilia are perennially asking four questions that inform their approach to teaching and learning:

- What is our image of the child?
- How do people learn?
- What is the purpose of schools in our city?
- What is the role of teachers in supporting children’s learning?

This three-session workshop explores these four questions in the context of Jewish education in the Boston area. In each session we will look at two “texts” (examples of teaching and learning), one from early childhood and one with older students, through the lens of these four questions. Sessions themes will be drawn from [Project Zero’s Making Learning Visible](#) which explores the relevance of Reggio ideas in pre-K through high school settings. Themes include the importance of choice, wonder and delight in learning, the connection between democracy and education, and the tool of pedagogical documentation. Each session will conclude with a facilitated conversation about implications of the session’s texts for participants’ programs.

We hope you will bring a team of educators with you to learn with and from Ben Mardell.

[Please register using this form.](#)



**Ben Mardell** is the project director of the Pedagogy of Play, a collaboration with the LEGO Foundation and the International School of Billund, exploring how play can have a central part in children’s learning in school. Ben has been associated with Project Zero since 1999, initially as a researcher on the Making Learning Visible (MLV) project and helped co-author *Making Learning Visible: Children as Individual and Group Learners* and *Making Teaching Visible: Documentation of Individual and Group Learning as Professional Development*. After continuing his work as a preschool and kindergarten teacher, Ben returned as a researcher on MLV and co-authored *Visible Learners: Promoting Reggio-*



*Inspired Approaches in All Schools*. Ben is also a professor at Lesley University's Graduate School of Education and his publications include: *From Basketball to the Beatles: In Search of Compelling Early Childhood Curriculum* and *Growing Up in Child Care: A Case For Quality Early Education*. When not at Project Zero, Ben enjoys playing with his family and participating in triathlons.

Boston is the host for [The Wonder of Learning 2018](#) – the exhibition, conference and professional development series highlighting best practices in early childhood education.

**The Wonder of Learning—The Hundred Languages of Children** exhibition will highlight the pioneering Reggio Emilia approach to early childhood education.

We offer this workshop series in anticipation of – and preparation for – this opportunity coming to Boston in June-November, 2018.