Welcome to a new year of learning and professional development! CJP’s Jewish Learning and Engagement team is very pleased to invite all Jewish education professionals in the Greater Boston area to join together for learning. Whether you work in a congregation, a day school or community organization and whether your focus is early childhood, teens, youth, families, or somewhere in between, we hope you will find something interesting and meaningful in this year’s offerings.

In collaboration with our partners at Hebrew College and Gateways, we have a wide range of offerings both in topic and in scope. You will find many different types of learning opportunities including communities of practice, workshops, training sessions, torah l’ishmah, and conferences. Some offerings are geared for a particular cohort and most will be enriched by a diversity of participants. We look forward to engaging in dialogue with one another and with our presenters.

For all of our offerings, please sign up on our Online Registration Form. We will send additional information prior to each workshop.

We are very excited about what we have planned for the coming year and hope you are too! If you have any questions or suggestions, please be in touch. We look forward to learning together.

Laura Baum, Associate Vice-President, Jewish Learning & Engagement – laurab@cjp.org
Jodi Jarvis, Director, Families with Young Children and Interfaith Engagement – jodij@cjp.org
Nancy Kriegel, Director, Initiative for Day School Excellence – nancyk@cjp.org
Reuben Posner, Director, Youth Engagement – reubep@cjp.org
Julie Vanek, Director, Jewish Learning Connections – juliev@cjp.org
Claire Winthrop, Coordinator, Youth Engagement – clairew@cjp.org

On the following pages you will find the Communities of Practice and Reflection Groups listed first. The other offerings are organized by month and are listed beginning on page 5.
Communities of Practice and Reflection Groups
These offerings meet multiple times over the course of the year and are designed for consistent attendance once you join the group.

Leadership and Change Management
This group will focus on issues of leadership and change management, particularly on the intersection of the two. How one leads can have a direct impact on the process of change in an institution. Many educators in the community are experimenting with new models of youth engagement from K-12. Thinking in new ways can be exciting, energizing and scary. This will be an opportunity to set priorities, reflect on the process, share successes and challenges, question and learn together about leadership and change management. Sharing this experience will strengthen, energize and motivate those engaged in this work.

Note: This group is open to new members as well as those who participated in prior years.

Dates and Location:
Thursday, 9:30-11:30am; October 20, December 8, January 26, March 16, May 4
Location will rotate dependent on participants.

Facilitator:
Margie Bogdanow, LICSW, is a coach, educational consultant and parent educator in the Greater Boston area working with Combined Jewish Philanthropies on a variety of projects involving supplemental education, teen engagement and professional development. Additionally, she serves as a Senior Engagement Specialist for the Union for Reform Judaism’s Campaign for Youth Engagement and is a member of the Hebrew College Adult Learning faculty.

Project-based Learning Community of Practice
The goal of this new CoP is to continue to hone excellence with project-based learning (PBL) in congregational settings building on a community of practitioners. Project-based Learning has taken hold in many part-time schools in the Greater Boston area. Some educators use PBL as the curricular framework in several grades while others use PBL for one expedition in a specific grade. This new CoP is designed for educators who are comfortable implementing project-based learning and can benefit from a group of colleagues with whom to reflect on practice, share ideas and discuss challenges. Each session will feature an advance topic in PBL as well as a short presentation from one of the participants with an opportunity for input on focused questions.

Dates:
Thursday, 10am-12pm; October 20, December 8, with 3 additional dates in 2017 to be chosen by the group
Location TBD in Newton/Needham/Wellesley area

Facilitator:
Ronit Ziv-Kreger, Ph.D., is a consultant for the Jewish Learning Connections’ initiative to help revitalize and reinvent supplementary education in the Boston area and is Designer and Facilitator of Hebrew College’s Project-based Learning training. She has been serving as a consultant to innovative initiatives in day schools and congregational schools since 1998 in both Israel and the Boston area. Ronit is currently the Director of Education at the Jewish Women’s Renaissance Project.
Clinical Mentor Faculty Program
A third cohort of supplementary school leaders will begin to work 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.

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.

Innovators’ Community of Practice
This CoP gathers the educators leading the innovative work in pilot sites supported by CJP’s Jewish Learning Connections. We build the skills necessary to become a true community of practice where each member finds a place for honest reflection and sharing with peers engaged in similar work.

For more information about JLC’s pilot site work, please contact Julie Vanek at juliev@cjp.org.

Dates and Location:
Wednesday, 10:00am-12:00pm; October 26, December 14, February 1, March 15, April 27 (Thursday), June 7
Location TBD

Facilitator:
Julie Vanek is the Director of Jewish Learning Connections at CJP. JLC is CJP’s initiative to encourage and foster innovation in Jewish learning in part-time schools throughout the Greater Boston area. Prior to her work at CJP, Julie was the Director of Lifelong Learning at Temple Shalom in Newton where she served for 24 years, seeing the education program through a number of transformations.
Special Educators’ Community of Practice for Congregation and Community Schools

Join seasoned and sensitive Jewish educators, school directors and special educators to share amazing resources as colleagues in a safe space. We collaborate with and learn from one another through case presentations and feedback regarding challenging 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 to be 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.

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

For more information about this SPED CoP, please contact Rochelle Kelman (Lipper) at rochelleL@jgateways.org or 617-630-9010, ext. 105.

Dates and Location:
Wednesday, 10:00am-12:00pm; September 14, November 2, December 7, January 11, February 8, March 29, April 26
Temple Reyim, Newton

New this year: We plan to offer a South Shore cohort to meet Sunday afternoons. Time, location, and dates TBD.

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.
Workshops, Trainings and Other Offerings

September

CEI: Project-Based Learning
Congregational Education Initiative (CEI) is a teacher professional development program, offered jointly by Hebrew College and CJP’s Jewish Learning Connections. Again this year, CEI will work with teachers and directors from four schools to introduce project-based learning into their school curriculum and structure. The program focuses on training in the principles and implementation of expeditionary projects. Each school is matched with an experienced consultant to guide the teacher as the project progresses. CEI plans to support these schools beyond the initial year, and to work with additional schools in future years.

To indicate interest in future participation in this project-based learning focus of CEI, please contact Marion Gribetz at mgribetz@hebrewcollege.edu.

Dates:
Sunday, September 11, 1:30-4:30pm
Sunday, September 25, 1:30-4:30pm
Thursday, October 20, 6:00-9:00pm

Facilitator:
Ronit Ziv-Kreger, Ph.D., is a consultant for the Jewish Learning Connections’ initiative to help revitalize and reinvent supplementary education in the Boston area and is Designer and Facilitator of Hebrew College’s Project-based Learning training. She has been serving as a consultant to innovative initiatives in day schools and congregational schools since 1998 in both Israel and the Boston area. Ronit is currently the Director of Education at the Jewish Women’s Renaissance Project.
Developing Agile Learners in a Time of Rapid Change
with John D’Auria
President, Teachers21 and former Superintendent, Canton Public Schools

Wednesday, November 9; Temple Beth Elohim, Wellesley
9:30-10:00am – Light Breakfast and Welcome
10:00am-12:00pm – Workshop

While we cannot predict with certainty, the challenges our students will face as they grow into adults, we can be confident that they will face an array of complex and unpredictable problems as they grow and mature into adults. In order to meet these challenges, one of the most important “gifts” we can give our children is the belief that they can learn anything and that in the face of failure and setbacks, they can demonstrate a “growth mindset”. Young people (and adults!) who develop this kind of mindset demonstrate in the face of challenges the ability to learn from mistakes, increase their efforts appropriately as difficulty increases, and seek out different and better strategies when their initial approaches are not successful.

During this workshop, John D’Auria will share four decades of research that have led to important insights into how we can help nurture this mindset not only in our children but also in the adults who work to meet the needs of all our students. In era of high accountability and constant learning, a growth mindset is an essential resource. This workshop will illuminate how the actions of leaders can influence the mindset of educators and students alike.

John D’Auria, Ed.D, moved from directing the Canton Public Schools as Superintendent to becoming President of Teachers21. In a career that has spanned four decades as a math teacher, guidance counselor, principal and superintendent, Dr. D’Auria has worked with hundreds of school leaders around sharpening the academic focus of school teams, developing a vibrant school culture, and managing conflict in the workplace. Dr. D’Auria’s research focuses on the ways in which the assumptions that people hold about intelligence significantly influence their learning. His most recent book, School Systems That Learn, was co-authored with Dr. Paul Ash (Corwin Press, 2012). Dr. D’Auria is also the author of Ten Lessons in Leadership and Learning (2010), a helpful resource to new and experienced leaders, as well as “The DNA of Leadership”—a curriculum for aspiring school leaders.
Sacred Space and Jewish Education
Our students sit in architecturally designed sacred spaces all of their Jewish learning lives but we ignore the potential these designs can have on their Jewish learning and Jewish aesthetic and spiritual awareness. Joseph Schwarb called on us to take account of the ‘milieu’ in designing learning and it’s about time we did! From the soaring cathedral like synagogues to the simple handcrafted wooden ark, there is much for students to perceive, understand and appreciate about their environment and how it connects to their Jewish learning. We will examine the great examples of sacred space in the world and examine each of your own spaces with a view to its educational potential and pedagogy. We will examine the connection between space, religious aesthetics and Jewish learning. Participants will be invited to bring a photographic portfolio of selected items from their own work settings.

Date and Location:
Thursday, November 17, 10:00am-12:00pm
Hebrew College, Newton

Facilitator:
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.

CEI: “Engaging Texts” – Philosophical Inquiry in Jewish Education
Congregational Education Initiative (CEI) is a teacher professional development program, offered jointly by Hebrew College and CJP’s Jewish Learning Connections. This year, CEI will continue to offer educators opportunities for professional development in the innovative approach of “Engaging Texts” that brings together philosophical inquiry 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. 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.

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 two 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. The first follow-up session in Boston after this past summer’s training will be in November 2016.

For more information about Philosophical Inquiry, please contact Marion Gribetz, mgribetz@hebrewcollege.edu.
**December**

**Torah Godly Play (a specialized track at the Early Childhood Jewish Education Conference)**

This track consisting of three workshops is designed for current practitioners of Torah Godly Play. Drawing upon experience of leading Torah Godly Play, participants will be introduced to the curriculum of stories and creative explorations for the K-2 Jewish Classroom. These will include Jewish adaptations of the Berryman stories as well as newly written stories focused on the *Hagim*. In addition, participants will develop their story-leading skills and be asked to present stories in the workshops. Design for the proposed Torah Godly Play classroom will be explored in situ with consideration of the newly developed resources for the room. Participants will be introduced to the recent research conducted on the impact of Godly Play on children and adolescents. Each participant will receive a copy of the Torah Godly Play Handbook.

A separate introductory Torah Godly Play workshop will take place on Monday, December 12 in the afternoon.

**Date and Location:**
Tuesday, December 13, 9:30am-3pm
Hebrew College, Newton

*Note that this workshop is part of a two-day Early Childhood Jewish Education Conference at Hebrew College on December 12-13. The one-day fee of $75 will enable you to attend this track and includes breakfast and lunch.*

Watch for more information and registration details from Hebrew College in the coming weeks.

**Facilitator:**
**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.
January

Understanding Your “Born Digital” Students:
A Workshop on Teaching and Learning in a Digital Era
with John Palfrey
Author of Born Digital and Head of School, Phillips Academy, Andover

Thursday, January 12; Gann Academy, Waltham
9:30-10:00am – Light Breakfast and Welcome
10:00am-12:00pm – Workshop

Through this workshop, John Palfrey offers a chance for educators to reflect on how their teaching and learning practices are changing in a digital age. Palfrey, along with co-author Urs Gasser, has revised and expanded “a landmark sociological study,” entitled Born Digital, of young people and their use of new media. This new edition of Born Digital (2016) is based on a decade of research at the Berkman Center for Internet & Society at Harvard. The workshop will involve an initial overview of the research, followed by a period of small-group discussion and consideration of teaching and learning practices. By the end of the workshop, participants will have had an opportunity to explore the myths and realities of how young people are engaging today with media, schools, and one another.

John Palfrey is the head of school at Phillips Academy in Andover, Massachusetts. Prior to joining the Andover community in July 2012, John worked as a professor and vice dean of the library at Harvard Law School. He also served as co-director of the Berkman Center for Internet & Society and has published extensively on how young people are learning in a digital era, as well as the effect of new technologies on society at large. Outside of his work at Andover, John chairs the board of the John S. and James L. Knight Foundation and the board of LRNG. He also serves on the boards of the Berkman Center and Data & Society. John is the author or co-author of eight books, including BiblioTech (2015) and Born Digital (2016, with Urs Gasser). He holds a J.D. from Harvard Law School, an M.Phil. from the University of Cambridge, and an A.B. from Harvard College.
How can we effectively address complex public problems? In this session, we'll encounter a powerful conceptual framework for thinking about the work of leadership that has been developed and refined over several decades at the Harvard Kennedy School of Government.

The adaptive leadership model is grounded in two key theoretical distinctions. First, there is a difference between technical challenges, which we understand and know how to address, and adaptive challenges, which are unclear and can only be addressed by transforming deeply held beliefs, values, and norms. Second, there is a difference between authority—a formal position of power—and leadership, which is an effort that can be made by anyone to get a group to address an adaptive challenge. It's a powerful conceptual framework that we'll explore with some experiential learning that is sure to challenge some of your deepest assumptions about the work of leadership.

Dr. Max Klau is the Chief Program Office of the New Politics Leadership Academy, where he oversees a national effort to recruit alumni of military and civilian service programs to run for political office. Prior to that, he served as Vice President of Leadership Development at City Year, Inc., an education-focused national service program, where he helped design the leadership development experience of more than 3,000 young adult corps members. An alumnus of four different Jewish service programs, Max has led service trips to Israel, Ghana, Honduras, and Ukraine. He received his doctorate from the Harvard Graduate School of Education in 2005 with a focus on adaptive leadership. His writing about leadership development has appeared in Fast Company, the Harvard Business Review, the Washington Post, and the Huffington Post.
Talking with Children About Race: “Why” and “How”

Many of us who are white were taught that being “colorblind” is the ideal and that if we note a person’s race we are (at best) very rude and (at worst) a racist. Yet we now understand that by “not seeing color” we are erasing the identity and experiences of people of color. Children notice and comment on differences among people and without guidance from adults, their conclusions about what “different” means are likely to reflect society’s racial biases. How can we get comfortable talking about race and racism? How might we embrace and support the growing diversity of the Jewish community?

Come for an open conversation about supporting people of color in our school communities and exploring race with children at different ages and stages. There will be lots of resources to share.

If you have resources to recommend and/or a real-life scenario or concern we can explore together, please send them ahead of time to Allison Berry at aberry@templeshalom.org.

Date and Location:
Thursday, March 30, 10:00-11:30am
Temple Shalom, Newton

Facilitators:
Rabbi Allison Berry serves as Associate Rabbi for Education at Temple Shalom in Newton. Ordained in 2007, Rabbi Berry has served congregations in Hickory, North Carolina, Leonia, New Jersey and for three years was the rabbi and education director of Temple Beth David in Canton, Massachusetts. At Temple Shalom, Rabbi Berry launched the Families with Young Children initiative and re-envisioned youth education and engagement resulting in the new Grades K-6 Education program, SHACHARIT (www.tsyouth.org). She is proud of Temple Shalom’s partnership with Gateways (www.jgateways.org), and the preschool program they have developed together for young children with special needs.

Rabbi Julie Zupan serves as the Director of URJ Reform Jewish Outreach Boston, which supports interfaith couples and individuals exploring Judaism. Since receiving rabbinic ordination in 1999, Rabbi Julie has served in a variety of congregational, chaplaincy, and educational positions.