

SESSION DESCRIPTIONS - Draft

MONDAY, NOVEMBER 11, 2019

9:45 a m to 11:00 a m Breakout Session 1

Introduction to Judaism's 10 Best Ideas

Rabbi Dr. Art Green, Founding Dean and Rector of the Rabbinic School, and Irving Brudnick Professor of Jewish Philosophy and Religion at Hebrew College

Berenson Hall, Lower Level

Author Rabbi Art Green will introduce what he writes are the best ten ideas that Judaism has to offer humanity, and how this framework can enhance the Jewish experience in our communities.

Purposeful Musical Play: Weaving Loose Parts, Music and Stories into the Jewish Early Childhood Classroom

Ellen Allard, Music Performer, Educator, Composer and Coach

Amy Bolotin, Director, JCC Early Learning Center, Jewish Community Centers of Greater Boston

Rooms 4-5, Tichnor Conference Center

Abraham Joshua Heschel wrote: "What seems to be a stone is a drama." Join Ellen Allard and Amy Bolotin as they help participants explore how to use Jewish stories and music as a catalyst for loose parts play. Learn how mindfully incorporating a Jewish layer of meaning to the creative play opportunities offered to children will enable them to actively construct and expand their own knowledge.

This session is for early childhood educators.

Jewish Education for Human Thriving: Mindfulness, Mussar (Ethics) and Beyond

Rabbi Jethro Berkman, Dean of Jewish Education, Gann Academy

Elovitz Board Room, Upper Level

What is Jewish education for? For many, "Jewish continuity" or "strengthening Jewish identity" is not a sufficient answer. In an age of increasing isolation and disconnection, Jewish tradition offers powerful wisdom and practices for living a happier, healthier, more connected life. This session will explore the possibilities (and risks) of approaching Jewish education through the lens of human thriving, and will offer examples of such an approach in a high school setting.

This session is appropriate for educators working with 1st through 12th grade.

Yetzirah (Creativity) in our Jewish and Israeli Heritage as a Paradigm for Pricha (Blossoming)

Marion Gribetz, Director of Initiatives, Hebrew College

Rooms 1-2, Tichnor Conference Center

We will explore together the Biblical origins of human creativity and follow the thread of Jewish creativity from Biblical times to Contemporary Israel and throughout the Jewish world. From Bezalel in

the Bible, to the origins of the Bezalel school in the early 20th century to today and throughout the Jewish world, creativity is a core value that has been actualized throughout Jewish history. Through an exploration of visual arts, poetry and more, we will find examples that can inspire creativity that continues to inspire us and our communities as we build a Jewish future.

Are Your Students Partners in Creation? How J-STEAM Integrated Pedagogy Can Help Students Bloom

Dr. Jared Matas, Director of STEM Innovation at the Boston Jewish Community Day School (JCDS), and Director of J-STEAM, Jewish Interactive

Rooms 102-103, Lower Level

J-STEAM, an approach that integrates modern technology and pedagogy with timeless Jewish learning, can help students bloom and become Partners in Creation. This hands-on workshop will explore innovative J-STEAM lessons that encourage integration of Jewish learning with both content and skills across the curriculum. Projects as diverse as 3D design, digital game-making, film recording and coding will be highlighted as vehicles for students to grapple with Text, connect to Israel, develop Hebrew language proficiency and celebrate their way through the Jewish calendar and lifecycle. Educators will learn how integrating important science, technology, engineering and math content with both fine arts and liberal arts encourages students to develop integrated Jewish identities.

This session is appropriate for educators working with children ranging from Pre-K to 7th grade.

Mental Health in the Classroom (1st-12th Grade) – The 3 R's: Roles, Responsibilities and Resources

Walter Lyons, Mental Health Specialist, Gateways

M120, Lower Level

We will examine how to recognize and cope with mental health concerns in the 1st through 12th grade classroom. Concerns include: what are realistic expectations for both teachers and parents; how to recognize and provide for students with both diagnosed and undiagnosed disabilities; what is the role of an IEP (Individual Education Plan); and what resources are available.

For educators working with children ranging from 1st to 12th grade.

B'tzelem Elohim, Created in the Image of God: We Are All the Same! Each One of Us Is Unique! How Does That Work?

Rabbi Ma'ayan Sands, Temple B'nai Shalom (Braintree, MA), Congregation Mishkan Tefillah (Brookline, MA) and Providence House (Allston, MA)

Executive Dining Room, Lower Level

It has been written: "The entire Torah is called a *shir*, a song, (Deut. 31:19). The essence and the beauty of our song unfolds when all the variety of voices join together." (R. Yachiel Michel Epstein in the introduction of *Arukh haShulkhan to Choshen Mishpat*.)

In her book, Nobody Ever Told Them They Are Different, Rabbi Sands has created a world in which everybody has what he or she needs, physical differences are irrelevant, love and compassion abound. In this session, educators will “drive the train;” sharing the story and brainstorming about how to apply its message to their classrooms, and in fact, integrate it into the lives of their students’ families and the broader community. How can we create nourishing and supportive classroom communities? How can we assure each individual has what he or she needs to thrive? How can we not only acknowledge but celebrate our differences? Easy and effective methods to support parents to engage with these challenging but critical issues can be discussed.

This session is for educators working with pre-K to 4th grade.

Meeting Children Where They Are: Special Education Methods in the Preschool Classroom (Double session*)

Sandy Gold, Director of Jewish Education Programs for Gateways and Adjunct Faculty for the Shoolman Graduate School of Jewish Education

Sherry Grossman, Gateways Senior Coach

Rooms 106-107, Lower Level

We welcome every child into the Jewish community. To help them thrive, this workshop is designed to support early childhood professionals as they build on their skills to integrate atypically developing children into their school and classroom. In this double session workshop, educators will review principles of child development and engage in discussions of typical vs. atypical development. After thinking about behavior and examining strategies that educators can use in the classroom, participants will work on making use of various tools to help create an action plan for an individual child.

*Please note that participants are required to attend both sessions of this workshop. This double session is for early childhood educators.

MONDAY, NOVEMBER 11, 2019

11:15 am to 12:30 pm Breakout Session 2

Gender Equality for Boys and Girls - Principles, Goals and Challenges

Yael Boim-Fein, Director, the Israeli Institute for Gender Equality in Education

Rooms 102-103, Lower Level

We are witnessing dramatic changes in terms of equality between man and women. But, it seems that the questions – what does it mean to educate a boy and what does it mean to educate a girl - are as relevant as ever. One of the most pressing issues is that when thinking about gender we usually refer to girl's empowerment. But what about the boys? What are the gendered barriers preventing boys from fully developing their potential?

In this workshop we will discuss principals and goal setting, challenges and opportunities for advancing gender equality as educators, and share ideas and thoughts on how to implement practices that create a gender balanced educational setting.

Introduction to Hassidic *Niggun* and Storytelling as Spiritual Practice

Rabbi Dr. Nehemia Polen, Professor of Jewish Thought, Hebrew College

Elovitz Board Room, Upper Level

This workshop is an invitation to explore the wonderful world of *hasidic niggun* (sacred melody, often wordless). There is sheer pleasure in this noble and gracious practice that enables one to be both the producer and the receiver of sound with great beauty and depth. With *niggun* in our hearts, we carry within us the sublime notes of soul-expression that one may choose to share with others or embrace within. *Niggun* allows us to feel the body's resonant cavities richly; it opens the spirit and points both high and deep with the promise of ever-greater alertness and aliveness.

We will also introduce the world of *hasidic* storytelling. Hasidic stories are wisdom tales that point to universal values and meaning. They assist us in cultivating an inner perspective, helping us to see challenging situations through fresh eyes and expansive horizons. The tales open our eyes to wonder, lead to a reversal of expectations, uncover inner levels of meaning, effecting inner transformation. They embody the values of nobility, presence and listening respectfully to all voices, especially the marginalized and powerless. Many *hasidic* tales describe miracles, but the real miracle is to open our hearts with greater compassion and appreciation for all creatures.

Israel Everyday

Andrea Shapiro, Dor Chadash (Young Family) Coordinator, Temple Emanuel

Rooms 4-5, Tichnor Conference Center

The word "Israel" has different meanings to different people, including the connection to the land, the people, the modern state of Israel, and more. During this session we will begin to examine what Israel means to participants, and ways in which participants can bring Israel into the classroom every day. By using interactive hands-on experiences, we will delve into some of the different dimensions of Israel as well as explore different lenses for those who already incorporate Israel in their classroom.

This session is appropriate for educators in any setting with any level of knowledge or experience with the land and Modern State of Israel.

Beyond Jewish Holidays: Nurturing Jewish Ways of Learning in a Preschool Classroom

Lucy Banerji, Director, Temple Shalom Nursery School (Newton)

Talia Elliott, Judaic and Nature Curriculum Coordinator, Temple Shalom Nursery School (Newton)

Leah Hough, Lead Toddler and Preschool Teacher, Temple Shalom Nursery School (Newton)

Lynne Rubinger, Lead Teacher, Temple Shalom Nursery School (Newton)

Rooms 1-2, Tichnor Conference Center

During this session, participants will learn an approach to nurture Jewish ways of learning. Temple Shalom's approach is child-centered, and involves classroom organizational changes and the Jewish *hevruta* (paired peer learning) practice. Issues such as the tension between the typical Judaic preschool

curriculum and child-centered practices, teaching vs. learning, entertainment vs. engagement, and skills vs. dispositions will be explored. We will also explore how combining classroom organizational changes with the Jewish *hevruta* approach can lead to collaboration, children learning from one another, debate and analysis of different topics, and solving problems cooperatively. Learn how to create a culture of authentic Jewish learning in school that encourages the practice of attention, focus, listening, articulating, collaborating and meaning-making with partners.

This session is for early childhood educators.

Soulful Teaching: Helping Students Blossom into Wholeness

Michal Fox Smart, Director, Ayeka North America

Executive Dining Room, Lower Level

Ayeka (Hebrew for “Where are you?”) trains Jewish educators in soulful pedagogy, helping Torah study touch student's hearts and souls and impact their daily lives. In this active workshop, participants will explore a short text by HaRav Kook* which lies at the core of *Ayeka*'s pedagogy. HaRav Kook teaches that the purpose of education is "spiritual unity," and that learning must address not only students' intellects, but also their emotions, actions and imagination. Using all four faculties ourselves, participants will expand their own capacity to be effective in each of these dimensions. This approach will help Judaic Studies address students' real lives, and bring the benefit of Jewish wisdom into their relationships and engagement with the world.

This session is for educators working with 4th through 12th grade.

**HaRav Avraham Yitzchak HaCohen Kook, or HaRav Kook for short, was the first Ashkenazi Chief Rabbi of British Mandatory Palestine in the Land of Israel, the founder of Yeshiva Mercaz HaRav (The Central Universal Yeshiva), a Jewish thinker, Posek, and Kabbalist. He is considered one of the fathers of religious Zionism.*

Supporting All Students: Universal Design for Learning in Inclusive Classrooms

Sarah Kerstein, Special Education Teacher, Boston Public Schools; Inclusion Coordinator, URJ 6 Points Sci-Tech Academy; Consultant and Coach, Gateways: Access to Jewish Education

M120, Lower Level

Jewish tradition teaches us that we have an obligation to include and support all members of our community. Inclusive classrooms can create a sense of belonging and community for all by allowing students with and without identified needs equal opportunities to succeed. But how does one successfully create an inclusive community in Hebrew school classrooms and beyond? Universal Design for Learning (UDL) is a framework for thinking about instruction that gives educators the skills and strategies to intentionally design instruction in a way that works for everyone. In this session we will explore Universal Design for Learning, including tools for eliminating barriers in the design of the learning environment and instruction to make our classrooms accessible for all.

Meeting Children Where They Are: Special Education Methods in the Preschool Classroom (Double session, continued*)

Sandy Gold, Director of Jewish Education Programs for Gateways and Adjunct Faculty for the Shoolman Graduate School of Jewish Education
Sherry Grossman, Gateways Director of Coaching and Consultation

Rooms 106-107, Lower Level

Please see description in Session I.

*Please note that participants are required to attend both sessions of this workshop. This double session is for early childhood educators.

MONDAY, NOVEMBER 11, 2019

1 : 4 5 p m t o 3 : 0 0 p m B r e a k o u t S e s s i o n 3

Judaism's 10 Best Ideas: An Open Conversation

Rabbi Dr. Art Green, Founding Dean and Rector of the Rabbinic School, and Irving Brudnick Professor of Jewish Philosophy and Religion at Hebrew College

Berenson Hall, Lower Level

Author Rabbi Art Green will facilitate an open discussion with educators who have read his book, *Judaism's 10 Best Ideas*, and are familiar with the concepts.

Introduction to Early Childhood Mental Health: Core Principles Make Healthy Relationships

Gilad Amshalom, Speech Language Pathologist and Infant Mental Health Specialist at Boston Medical Center; Fellow in the Infant-Parent Postgraduate Fellowship at UMass, Boston; Infant Mental Health Counselor in the Early Intervention (EI) Program, Riverside Community Care, Somerville

Rooms 106-107, Lower Level

How can we as caregivers and educators nurture and strengthen our interactions with children and help them to flourish? Healthy relationships are a core component of a child's well-being. In this workshop, Mr. Amshalom will present three hands-on mental health principles that can be adapted in a variety of settings with children aged 0-6. Together with the participants, ideas and thoughts will be raised on how to implement those principles in different therapeutic-educational levels: promotion, prevention, and early intervention.

This session is for early childhood educators working with children aged 0-6.

SPIRIT: The Elements Needed for Flourishing in the Classroom: Space, Play, Imagination, Relationships, Inner Life, Text

Rabbi Dr. Michael Shire, Chief Academic Officer of Hebrew College and Dean of the Shoolman Graduate School of Jewish Studies Program

Rooms 4-5, Tichnor Conference Center

What are the essential elements to cultivate and foster flourishing in the classroom? Using a Torah Godly Play method, we will explore and reflect on the essential elements.

Torah 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.

Igniting the Spark of Amazement Through Nature

Johanna Perlin, Partner, SecondnatureDesign, and Judaic Curriculum Specialist at the Trust Center for Early Education at Temple Ohabei Shalom (Brookline, MA)

Kat Horion, Associate, SecondnatureDesign and Lead Teacher, Trust Center for Early Education at Temple Ohabei Shalom (Brookline, MA)

Rooms 102-103, Lower Level

"Our goal should be to live life in radical amazement.... get up in the morning and look at the world in a way that takes nothing for granted. Everything is phenomenal; everything is incredible; never treat life casually. To be spiritual is to be amazed." - Abraham Joshua Heschel

Many of the Jewish holidays, mitzvot, and aspects of the Torah are connected to seasons and to the outdoors. Connecting children with nature through outdoor play can expand what Abraham Joshua Heschel refers to as "radical amazement" of their Jewish early childhood experiences, forming lasting childhood memories. In small and large groups, we will explore how to foster "radical amazement" and also explore how best to utilize outdoor spaces to further enhance the children's natural play, helping them develop connections with peers, with teachers and with the natural world.

This session is for early childhood educators.

From Page to Stage: Bringing Jewish Stories to Life

Felicia Sloin, Music Teacher, Gan Keshet Preschool and Lander Grinspoon Academy; Cantorial Soloist of Congregation B'nai Israel (Northampton, MA) and PJ Library Page to Stage Performer

Kate Holdsworth-Clarke, Director of Gan Keshet Preschool and PJ Library Page to Stage Performer (Northampton, MA)

Rooms 1-2, Tichnor Conference Center

Have you ever wanted to use puppets in your classroom but just did not know how? This workshop will provide a "hands-on" introduction to puppet manipulation, articulation, character development, and adapting stories from page to stage. Whether the goal is to perform for a large crowd or to enhance storytelling in the classroom, this session will help you develop the confidence to use puppetry, songs, and stories as vehicles to drive your Judaic curriculum.

This session is open to educators working with Pre-K to 3rd grade.

Connection, Knowledge, Stance: Goals and Frameworks for Israel Education

Dr. Jonathan Golden, Israel Curriculum Coordinator at Gann Academy

M120, Lower Level

What are the best ways to engage students in Israel education? Learn about the "myIsrael" approach developed by Gann Academy's Israel Education Team, that can help students flourish as Jewish citizens by grounding them in their connections to Israelis, Israel, and knowledge about both, to arrive at their own stance of engagement that is meaningful and authentic to them. The session will include a presentation of the evolution of the goals and their application in practice at Gann Academy. The session will also include an opportunity for participants to explore the "myIsrael" framework in terms of their current and future programming.

This session is especially targeted for educators working with 8th to 12th grade, but is open to all other educators as well.

Educating for Jewish Spiritual Life*

Sam Feinsmith, Director of Educating for a Jewish Spiritual Life and Clergy Leadership Program, Institute for Jewish Spirituality

*This session is open ONLY to the participants in the IJS cohort.

Elovitz Board Room, Upper Level

Hebrew College and the Institute for Jewish Spirituality (IJS) are partnering this year to pilot a cohort-based program for Congregational Schools who are interested in bringing mindfulness to the students in their communities. The program encourages students to become spiritual seekers and makers of meaningful lives. It invites a deeper connection to and joy in Judaism as a pathway for engaged living and lifelong growth. Participating teachers and education directors develop their own mindfulness and meditation practice through this program in order to bring those gifts to their students.

T U E S D A Y , N O V E M B E R 1 2 , 2 0 1 9

9 : 3 0 a m t o 1 0 : 4 5 a m B r e a k o u t S e s s i o n 4

What's Jewish About Pomegranates?

Andrea Shapiro, Dor Chadash (Young Family) Coordinator, Temple Emanuel

Rooms 4-5, Tichnor Conference Center

As an educator in a Jewish school, it can be a challenge to find the balance between Jewish and secular curriculum ideas. But, does it have to be? Is there a way to explore secular ideas through a Jewish lens? In this workshop, we will look at a few different topics and come up with ways to explore them through a Jewish lens.

Fostering Confidence and Independence Through Reggio-Inspired Integrated Arts

Angelica Rona, Atelierista/Art Teacher, Soule Early Childhood Center (Brookline, MA)

Rooms 102-103, Lower Level

In the schools of Reggio Emilia, Italy, educators understand that the arts allow children to feel empowered to be independent thinkers and confident with their creativity. Reggio educators refer to

the “hundred languages of children;” children possess a hundred ways of thinking, a hundred ways of expressing themselves, a hundred ways of understanding and a hundred ways of interacting with their environment and with others. The “hundred languages of children” is a metaphor to give value to the extraordinary potentials of children. Reggio-inspired integrated arts focus the educators’ attention on the cognitive process of creation rather than on the end product, thereby giving a visible voice to each child’s thinking and understanding.

This session is for early childhood educators.

Multi-Culturalism as a Way to Transform Jewish Early Childhood and Day Schools

Dr. Roberta Louis Goodman, Education Director, North Shore Congregation Israel (Illinois)

Rabbi Stephanie Wolfe, MJED, MJS '19, Jewish Wisdom Educator, The Lippman School (Ohio)

Rooms 106-107, Lower Level

How might embracing a multi-cultural educational approach strengthen Jewish early childhood and day schools? How might this deepen the exploration of Jewish content and life for Jewish students? Is multi-culturalism more than a strategy to increase enrollment? Join the conversation about the benefits and challenges of embracing multi-culturalism as a way of deepening the exploration of Jewish content and life. The presenters will share findings from their work with Jewish day and early childhood schools examining what is involved in a multi-cultural approach.

This session is for educators in Jewish early childhood and day school settings.

Introduction to Project Based Learning (PBL)

Dr. Ronit Ziv-Kreger, Director of Education and Leadership Development

Executive Dining Room, Lower Level

In this introductory workshop, participants will learn the fundamentals of Project Based Learning (PBL). PBL engages young people in authentic learning experiences, where real work in their communities becomes the gateway to Torah and Jewish life. Students access the treasure trove of Jewish wisdom and guide others to those treasures and to repairing our world. Through working on an authentic solution to an identified problem in the school or community, students are provided with opportunities to experience in real time, real life skills and attitudes that are key to their growth and thriving as community members. We will see examples of how students blossom and develop authentic materials and outputs in their Jewish education settings that become mechanisms for Jewish life and learning for the entire community.

For educators who are curious to learn how to motivate students to take on quality work that has meaning and impact.

What Kind of Technology in Jewish Education Will Help Students to Thrive?

Wilma Poyser, Jewish Educator, Temple Aliyah (Needham, MA)

Rooms 1-2, Tichnor Conference Center

Teaching in the 21st century has endless opportunities when it comes to technology. Implementing positive uses of technology into your curriculum can enhance and create an engaging learning environment for students who are already fluent in the language of technology. Creating learning opportunities that require students to use their technical creativity in order to construct activities and games related to Hebrew language and Israel education can empower them to thrive as they strengthen their own Jewish identity. In this session you will learn 2-3 technologies that are user friendly for any level of technological ability, that you can either utilize within your curriculum, or that students can use to create their own games online within your classroom.

This session is designed for educators working with 1st to 12th grade. Participants are encouraged to bring an iPad or tablet to the session.

If My School Really Lived Its Values, What Would That Look Like on Instagram? Navigating the Ethics of Social Media So Communities Thrive

Rachel Levitt Klein Dratch, Associate Director of Educational Innovation, Prizmah Center for Jewish Day Schools

M120, Lower Level

Social media and technology continually provide challenges to schools from early childhood to high school. Through several case studies, this session will explore real issues that schools confront every day, and how we can navigate the ethics of social media with purpose and intention so communities thrive. Social Media is such a powerful and useful tool-- learning how to harness its benefits with responsibility and thought is the key. By exploring cases in various school communities, where schools struggled with the direct and collateral impact of social media, we will study texts and sources, as participants grapple with the psychological, moral, and administrative dimensions to these challenges. Examples will address issues such as the boundaries between public and private disclosure on social media, the use of cellphones at meetings, gray lines around plagiarism, the school's role involving social media drama among stakeholders, and proper boundaries regarding "friending" and "following-." We will consider the impact of social media as a form of public expression on society, and suggest how we can create shared norms of expectations and behaviors that transform social media into a tool that can help us thrive.

The Jewish Relationship to the Land of Israel: Biblical and Ancient Foundations

Dr. David Bernat, Executive Director of Synagogue Council of Massachusetts

Elovitz Board Room, Upper Level

The land of Israel has had a significant and central role in Jewish life since Biblical times. In this session we will examine the Jewish connection to the land of Israel. The session will look at Biblical and other foundational texts, as well as historical and archaeological data, that speak to the origins of the Jewish connection to the Land of Israel. Arguably, this ancient framework set the tone for the Jewish tie to the land for millennia, and laid the cornerstone for the modern Zionist movement and for the establishment of the State of Israel in 1948.

TUESDAY, NOVEMBER 12, 2019

11:00 am to 12:15 pm Breakout Session 5

A Passion for a People

Avraham Infeld, President Emeritus of Hillel International

Berenson Hall, Lower Level

Join Avraham Infeld, a passionate Jewish educator with decades of experience with Jewish people all over the world, for a conversation about the Jewish people, the mission of Jewish education, and the challenges and opportunities facing us today. In 2017 he published A Passion for a People based on his life's work, and we are delighted for the opportunity for our community to hear from him first hand. His book takes the reader on a journey through Jewish Peoplehood, the powerful and intangible idea that connects Jews together no matter where they live or where they practice, starting with the core component of Peoplehood and ending with his ideas about the future of the Jewish People.

SING! SING! SING! A Music-Based Approach to Cognitive, Language, Social, Physical and Spiritual Development in the Jewish Classroom

Ellen Allard, Music Performer, Educator, Composer and Coach

Rooms 1-2, Tichnor Conference Center

Join Ellen Allard for an interactive, high-energy participatory music workshop in which she shares her top tips for using songs to help children develop the skills so necessary for healthy growth in all developmental domains. Learn simple songs (Hebrew and English) that reflect and build upon values and concepts integral to the Jewish classroom. By recognizing that music is a remarkably powerful, successful, and effective tool that can be used to shape the learning experience, participants will return to the classroom ready to make music a regular part of each day.

Inspiring, Meaningful and Enduring Documentation in the Early Childhood Classroom

Gina Tzizik, Director, Soule Early Childhood Center (Brookline, MA)

Rooms 106-107, Lower Level

Participants will learn the Reggio and Montessori inspired approach to documentation that collaboratively shows the inner workings of the child and the school. Enduring documentation can take the observer deeper into the learning experience and provide a context for a continuing conversation. In this workshop, participants will explore what documentation actually means in the school setting, and why it is important; what the benefits are to students, teachers and parents; and most importantly, how to make time to document while running a classroom.

Gender Equality for Boys and Girls - Principles, Goals and Challenges

Yael Boim-Fein, Director, the Israeli Institute for Gender Equality in Education

Rooms 102-103, Lower Level

We are witnessing dramatic changes in terms of equality between man and women. But, it seems that the questions – what does it mean to educate a boy and what does it mean to educate a girl - are as relevant as ever. One of the most pressing issues is that when thinking about gender we usually refer to girl's empowerment. But what about the boys? What are the gendered barriers preventing boys from fully developing their potential?

In this workshop we will discuss principals and goal setting, challenges and opportunities for advancing gender equality as educators, and share ideas and thoughts on how to implement practices that create a gender balanced educational setting.

TUESDAY, NOVEMBER 12, 2019

1 : 4 5 p m t o 3 : 0 0 p m

B r e a k o u t S e s s i o n 6

The Jewish People and Jewish Education: A Conversation with Jewish Leaders

Rabbi Dr. Art Green, Founding Dean and Rector of the Rabbinic School, and Irving Brudnick Professor of Jewish Philosophy and Religion at Hebrew College

Avraham Infeld, President Emeritus of Hillel International

Rabbi Sharon Cohen Anisfeld, President of Hebrew College

Berenson Hall, Lower Level

Take advantage of a special opportunity to join a conversation with two Jewish educators and leaders who will share decades of wisdom, experience, love and passion for the Jewish people and Jewish tradition. Hebrew College President Rabbi Sharon Cohen Anisfeld will facilitate the conversation.

Exploring Jewish Identity Through the Study of Modern Jewish Short Stories

Lisa Micley, Online Judaic Studies Consortium – Program Director

Executive Dining Room, Lower Level

Join us to explore how the study of modern Jewish short stories can lead to significant reflection for students on Jewish identity. Participants will explore examples of how to approach modern short stories to determine what makes a story a “Jewish” story, and uncover the expressed themes and second-layer meanings expressed in Jewish short stories. Participants will also explore how reading about the Jewish experience in a short story can help the reader develop and explore his or her own views about “Jewish” themes. View story selections from a course in Modern Jewish Short Stories developed by The Online Judaic Studies Consortium, as well as pedagogic tools used to guide and inspire students in their learning.

This session is for educators working with 8th-12th graders, adults, family educators, and directors/principals.

Game-Based Learning in the Jewish Classroom

Heidi Lovitz, Director of Educational Programming, ShalomLearning

Rooms 102-103, Lower Level

Experience ShalomLearning Virtual Escape Room: A Jewish adventure, built to expose students to a variety of genres in Jewish music. The virtual escape room encourages curiosity and discovery as students learn about synagogue music, cantillation, modern and traditional Israeli music and more. Challenge activities give students an opportunity to create while they play and provide teachers with a unique, interactive form of assessment.

Game-based learning and Gamification help students flourish, instills motivation for students to learn more about a particular topic, encourages critical thinking, problem-solving skills and much more. The goal is to maximize enjoyment and engagement by capturing the interest of learners and inspiring them to continue learning. Participants will have hands-on opportunities to play and experience the transformative power of games in the classroom as we process the educational value.

All participants in this session will receive a coupon for 1 team to play ShalomLearning's Escape Room for free in their own classrooms!

This session is appropriate for educators working with 4th to 12th grade.

Blossoming into Jewish Adulthood: Preparing Students of All Abilities for B'nei-Mitzvah

Rebecca Redner, Educational Specialist, Gateways Access to Jewish Education

Susan Morrel, Field Experience Supervisor, Hebrew College

Rooms 4-5, Tichnor Conference Center

By ensuring that every child has positive B'nei-Mitzvah experiences, we not only help them blossom into active Jewish adults but we can also help their synagogues flourish into more welcoming and inclusive synagogue communities. From the initial team meeting to the final rehearsal, this session will walk you through the process of planning accessible and meaningful B'nei-Mitzvah that are customized to fit each student's strengths and needs. In addition to picking up strategies for providing students with effective behavioral and academic support, participants will learn about collaborating with families and synagogues, creating child-centered goals, adapting services, and more.

Project Based Learning (PBL) Boot Camp (Extended Session)

Dr. Ronit Ziv-Kreger, Director of Education and Leadership Development

Rooms 1-2, Tichnor Conference Center

Come learn and practice how to successfully implement PBL in your setting.

Project Based Learning (PBL) engages young people in authentic learning experiences, where real work in their communities becomes the gateway to Torah and Jewish life. Students access the treasure trove of Jewish wisdom and guide others to those treasures and to repairing our world. Through working on an authentic solution to an identified problem in the school or community, students are provided with opportunities to experience in real time, real life skills and attitudes that are key to their growth and thriving as community members.

Since 2013, Hebrew College has been providing Professional Development and support to over 20 synagogue schools in PBL. In this 2.5-hour boot camp we will introduce you to the core principles of PBL, provide you a taste of how to identify authentic needs that your students and communities have and how a PBL project can be implemented by students in your community within the confines of the part time school setting.

Participants will learn the core principles of PBL and practice with a number of the procedures necessary to successfully implement PBL in school. We'll also get a taste of some successful PBL projects that have been realized in congregations in the Boston community.

This double session is for teams from schools (minimally the education director - or someone with administrative responsibilities and one teacher who will be the primary facilitator of the PBL in school). Come prepared to be thinking about a specific group of students who will be ready to experiment with PBL over the course of this school year.

Nurturing the Child by Partnering with Parents and Caregivers

Erica Streit-Kaplan, Associate Director of Parenting Through a Jewish Lens, Hebrew College
Faye Tonkonogy, Director, The Judy Gordon Early Learning Center at Temple Israel (Natick)

Rooms 106-107, Lower Level

Building positive relationships with parents and caregivers is one of the keys to children and families flourishing and connecting to the Jewish community and Jewish people.

What are some of the benefits (and challenges?) of building relationships with parents and caregivers? Why and how can teachers partner with parents and caregivers... and how will that help children flourish? Get the inside scoop about today's parents and caregivers— their experiences Jewish and otherwise, and what they could use from preschools. Hear examples about how preschools have successfully partnered with parents and caregivers, and learn successful strategies that you can implement in your community immediately.

This session is appropriate for all educators and directors working with Infants to Kindergarten.

How Can We Cultivate Acts of Social Competence in the Classroom?

Vivian Terkel-Gat, Education and Workforce Development Manager, Head Start Community Teamwork

Elovitz Board Room, Upper Level

Empathy is the ability to understand and respect another person's perspective. The ability to empathize is an important part of social competence and emotional development, as it is the foundation for human interaction and affects an individual's behavior toward others and the quality of social relationships. Teaching children about empathy and its importance even at this young age is a valuable skill for generating prosocial adults. How can we help develop prosocial skills in the classroom?

In this session we will discuss the importance of strengthening acts of kindness and empathy in early childhood. We will explore ways in which teachers can increase empathy and thoughtfulness in the classroom, and will examine how these concepts can be incorporated into the daily routine.

This session is for early childhood educators.