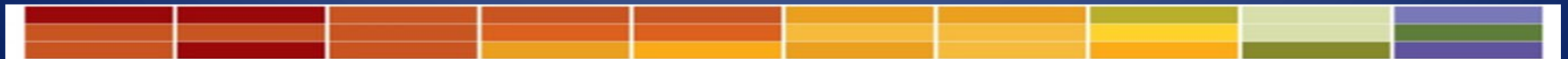




CENTRAL CONFERENCE OF AMERICAN RABBIS

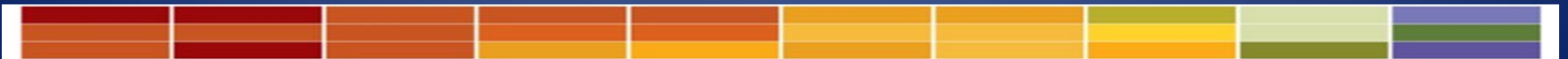
Project-based Learning Model featuring Makerspace Congregation Sha'ar Zahav – SF

- Student Groups
 - Mixed-age i.e. K/1/2, 3-4, 5-6, and 7
 - Adjusted year to year based on numbers
 - Range in size from 4-11 students
- Curriculum
 - Whole-school Units that are 8-10 weeks long
 - Recent topics include: Writing Jewish Stories, How Does Language Shape Our World?, Creating Ritual
 - Core content areas and core skills that anchor the learning; we aim to touch every big idea every 2 years
 - Is truly emergent; we start with a question or challenge and through our work on it with the kids, the next step evolves
 - At the end of every unit we have a public project to share;
 - i.e. puppet shows of Jewish stories (adapted and original) + Jewish values improv, collective creation of the Tower of Babel (up to our ceiling), original Jewish rituals
- Schedule for the Day
 - Opening Circle/Tfillah (30 mins)
 - Learning Period One: 2 groups go to Makerspace; 2 groups go to their group specific classrooms (60 mins)
 - Recess (15 mins)
 - Learning Period Two: opposite of one (60 mins)
 - Closing Circle/Learning Reflection & Closing Ritual (15 mins)



Project-based Learning Model featuring Makerspace Congregation Sha'ar Zahav – SF CONT'D

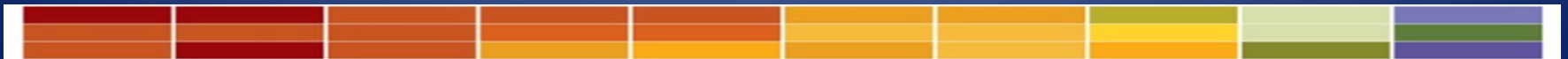
- Staffing
 - Maker Teacher
 - 2 Classroom Teachers (one for younger 2 groups, one for older 2 groups)
 - Educator leads opening & closing circle, staffs recess, is additional maker teacher depending on the project and groupings
 - Madrichimot (placed according to need and interest - 6 this year)
- Teachers meet
 - by zoom for ½ hour during the week to plan the coming week
 - in person ½ hour before class to check in & 15 mins after to reflect
 - 1.5-2 hours before each unit to study & brainstorm the new unit
 - Madrichimot do their own learning 1x/month & are invited (but not required) to day-of check-ins
- Hebrew
 - Integrated thru weekly prayer, Hebrew word of the week (related to the unit we are studying), and periodic Hebrew projects or Hebrew-focused learning
 - Taught through 1-1 tutoring organized afterschool for grades 5-7



Family School Model

Temple Sinai – Oakland

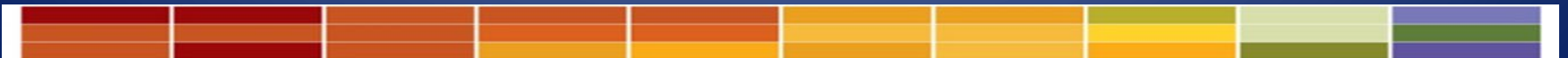
- Structure
 - One afternoon/month for 3 hours
 - 1-2x/year this session is a field trip or smaller-group at-home gatherings
 - At-Home Learning Opportunities in between
 - Weekly small group or individual Hebrew learning for students in 4th g. and up afterschool
- Schedule for the Day
 - Gathering/Arrival (15 mins)
 - with light set induction for the day or sharing at-home learning
 - Opening Ritual & intro to today's topic (15 mins)
 - Learning Block One (1 hour)
 - Either family learning (often in stations) OR
 - Aged-based learning with mixed age groups i.e. K/1, 2/3, 4-6, adults
 - Recess/Snack/Community Building (15 mins)
 - Learning Block Two (1 hour)
 - Usually reversed from learning block one
 - Closing/Siyyum
 - with whole-group sharing from learning & closing song



Family School Model

Temple Sinai – Oakland CONT'D

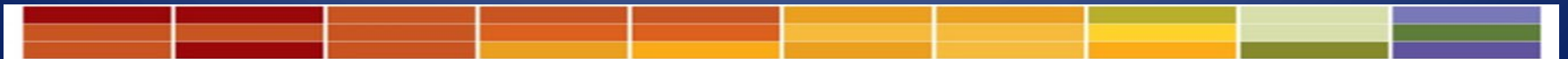
- At-Home Learning
 - Each month a resource guide is handed out and emailed home
 - The guide includes extensions of the learning + home-based activities i.e. stories, artwork, research/investigation, experimenting with home ritual practice
- Curriculum
 - Core content areas/big Jewish ideas that were touched on each year with a commitment to shifting specific foci each year with no repeats for at least 3 years
 - i.e. every year some kind of holiday this year Sukkot and Purim, next year Hanukkah and Pesach
 - Each month's theme is a different content area
- Staffing
 - Family School Coordinator (FSC), educator, 2-3 teachers depending on group size
 - FSC & educator have monthly planning meetings, FSC builds lesson plan, each teacher plans their own stations/lessons within the lesson, FSC builds resource guide
 - @ sessions staff does collaborative leadership of group activities; teachers are assigned age-group of kids for the year for parallel learning; FSC/educator or guest (i.e. clergy) teaches adults
 - Staff meets at the beginning & end of the year to plan forward and to reflect





Welcome to Kehillat K'tana! We are a congregation of about 200 member households with a school of 45 kids in grades K-7. On staff we have a rabbi, an administrator, a part-time support staff person, a cantorial soloist, and you, our part-time educator.

Because we have been through some educational transition, our school is top-heavy, with half of our student body in grades K-7. We have only one 2nd grader this year and 2 kids in Kindergarten. The parents of the older kids have really hung on through the transition time and are super invested in maintaining and rebuilding the school. The older kids are pretty burnt out on all the change which makes them less invested in their experience here.





CENTRAL CONFERENCE OF AMERICAN RABBIS

During the transition we had a hard time keeping teaching staff. We have two teachers who have been around for a while, one for 5 years and one for 17 years. Our other teachers are new this year or in their 2nd year with us and it's not clear who will stay. This past year we had a substitute in at least one class or another almost every week. Often those subs were parents.

The congregation is really committed to the school. They believe they can't maintain a stable membership without having a strong education program; that's why they hired you! And, we are small congregation, so money is tight.

1. As you settle into your new job what are your top 3 priorities?
2. What is one idea you would like to play with right away?
3. Who are your partners in deciding how to proceed and/or in beginning to imagine change?
4. How do your circumstances change if you are a. in a major urban area? b. the only congregation in town? c. in a suburban area?



Kesher Shabbat



Peninsula Sinai Congregation

Foster City, CA

peninsulasinai.org

Presenter: Rabbi Lisa

Levenberg



- ❖ Changed existing Sunday religious school
- ❖ Once a month, have Shabbat-based program in lieu of Sunday
- ❖ Combination of parallel adult & youth study, age-appropriate worship, and time in sanctuary

Strengths & Weaknesses

- Builds on Shabbat morning culture
- Study & prayer opportunity for parents
- Complex schedule/attendance
- Programming challenge for teachers



Free Range Torah



Congregation Shir Hadash
Los Gatos, CA
Shirhadash.org
Presenter: Rabbi Lisa
Levenberg



- ❖ 2013-2016
- ❖ Intended as a small niche program
- ❖ Opportunity for families looking for more depth & variety
- ❖ Particular outreach to students with behavioral or learning differences or just “quirky kids”

- Combination of 18 Core and 3 “Choose Your Own Adventure” sessions
- Core sessions:
- Outdoor experiences
- Book groups
- Shabbat swaps
- Retreats/field trips
- Congregational Shabbat participation



Strengths/Weaknesses: A Matter of Perspective

- Individual vision
- Emphasis on contact hours and rigor
- Complex schedule and deep commitment





CENTRAL CONFERENCE OF AMERICAN RABBIS

Why do we / should we hire congregants as teachers?

Pros

- Teachers know the community
- Teachers are a “familiar face” in the community
- Teachers recruited to serve on the Education Committee can help construct policies based on “real-world” details

Cons

- Sometimes teachers know “too much” about a family or child
- Might be hard to discipline a friend’s child
- Conversations / “Gossip” with and about friends in the community can be a double-edged sword.
- Some in leadership balk at paying a congregant to serve the congregation

