

Whole Person Learning



The Description

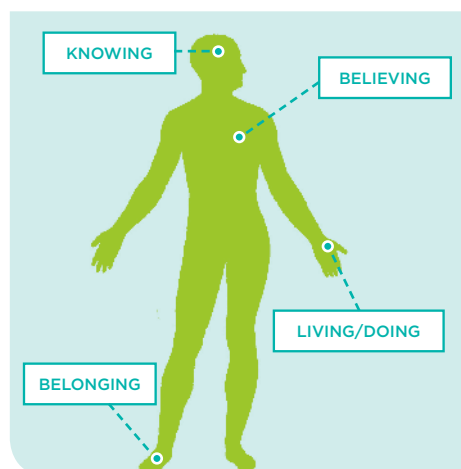
Creating Jewish education that supports life journeys is a formidable task. Knowledge acquisition or good feelings are not enough. Rather, it is essential that educators nurture the whole person.

To translate our belief that Jewish education must engage the whole person, we apply a framework used in universities and day schools and adapted for congregational education known as Whole Person Learning.

Whole Person Learning attends to the four target areas of knowledge, doing, belief/values and belonging. It assumes that if learners are to make deep and long lasting connections, all four target areas must be addressed. Whole Person Learning also honors the personal alchemy of each individual. Some individuals, for example, connect mostly through action/doing, while others connect through knowledge or relationships. Certainly, some educators design and assess whole person learning intuitively. Even so, it is essential to keep Whole Person Learning at the forefront of planning to assure a more regularized, intentional practice.

The Four Targets Areas: KDBB

Levi, below, as we affectionately refer to him, helps us think about target areas for learning in **Knowing**, **Doing**, **Believing/Valuing**, and **Belonging**.



WHOLE PERSON LEARNING KDBB

KNOWLEDGE K Names the essential knowledge and skills that learners will acquire in a unit of learning so they can participate in a real life Jewish experience or practice.	EDUCATORS ASK What are the knowledge and skills needed to participate in a real life Jewish experience or practice?
DOING D Names the authentic Jewish life experience or practice.	EDUCATORS ASK What are the real life Jewish experiences that learners will actively participate in and shape?
BELIEF/VALUES B Names the core belief and/or values that students will be able to explore and articulate according to their own perspectives and understandings.	EDUCATORS ASK How will learners use their knowledge and reflect on their experience to articulate emerging beliefs and values?
BELONG B Names the opportunities for caring, purposeful connections to others, to God, and to <i>Am Yisrael</i>	EDUCATORS ASK How will learners build long lasting and caring relationships throughout the community/with God?

KDBB Guides the Actions of Educators

KDBB enables teachers, in conversation with one another, to name targets for learning experiences that speak to the whole of the learner. It also helps teachers make critical decisions about what kind of learning experiences will reach those outcomes. And lastly, it enables teachers to collect data on how well their learners are growing toward those outcomes. With data, teachers can know how to adjust learning to best meet the stated outcomes. With data, students can mark and celebrate their own growth.