

**SHINUI** the Network for Innovation  
in Part-time Jewish Education  
www.shinui.org

**Cultivating Thriving Lives:  
A National Conversation on Jewish Education**  
• a four-part webinar series •

**Entering a New Paradigm for Jewish Education**  
David Bryfman, Jewish Education Project  
Wednesday, 10/30/19, 1:00-2:00pm EST

Logos: Jewish United Fund, Jewish Federation of Greater Toronto, UJA Federation of Greater Toronto, Jewish Education Center of Cleveland, Jewish Learning Venture, The Jewish Community Center of Metropolitan Detroit, The Jewish Education Project.

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**THE JEWISH  
EDUCATION PROJECT**

**Entering a New Paradigm for  
Jewish Education**  
November, 2019

Logos: Jewish Education Project, Jewish Federation.

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**Your ideal graduate**




- ▶ Think of someone (a particular someone)
- ▶ Someone who has graduated from your program
- ▶ The alumn that you would want to bring back in front of your current learners, or to a board meeting, or to anything to show off your program
- ▶ The person that for you embodies a successful graduate of your specific Jewish learning experience
- ▶ Write down their name
- ▶ When you have their name type their initials in the chat box
- ▶ Write down 3-5 characteristics or qualities that led you to select this person

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**A short discussion**

- ▶ You will now magically be placed in groups of 3 (for those sitting in groups find 2 other people sitting near you)
- ▶ Each of you will have **two** minutes to introduce your ideal alumn to the rest of the group
- ▶ First make sure you introduce yourself, your city, and the position you hold
- ▶ Specifically – what characteristics does this person have a direct result of being in your program?
  - ▶ What do they know?
  - ▶ What values do they hold?
  - ▶ What attitudes do they display?



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**How and when does the  
story of this new  
paradigm really begin?**

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**Purpose of education**



**What is Education?**

- Transmission of knowledge, skills and values
- Originally a family responsibility
- Objectives:
  - Development of talents and character
  - Socio-economic growth

**Education:** 'The transmission of knowledge from one generation to another by means of direct instruction.' (Giddens 2006: 1014)

**Schooling:** 'instruction in specialized educational environments in which individuals spend several years of their lives.' (Giddens 2006: 1015)

**A process of learning and management of socially approved knowledge, involving curriculum and pedagogy, paid professional educators, compulsory attendance of pupils, and school grouping.'** (Scott and Marshall 2005: 581)

**Definitions**

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## The purpose of education is....

### Education

- The social institution responsible for the transmission of knowledge, skills, and cultural values within a formally organized structure.
- In all societies, people must acquire certain knowledge and skills in order to survive.
  - In less-developed societies, this might include hunting, gathering, fishing and farming.
  - In developed societies, knowledge and skills are related to the requirements of the job market.

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## SOCIOLOGY THE STUDY OF HUMAN RELATIONSHIPS

### Education

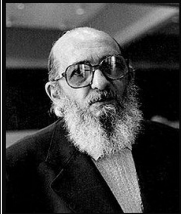
- ♦ The roles and norms that ensure the transmission of knowledge, values, and patterns of behavior from one generation to the next
- ♦ Pre-industrial: informal/family socialization
- ♦ Schooling-formal education which involves instruction by specially trained teachers who follow officially recognized policies

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HOLT, RINEHART AND WINSTON

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### Paulo Freire (1921 – 1997) Pedagogy of the Oppressed



In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.

(Paulo Freire)

izquotes.com

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### Michel Foucault (1926 – 1984)

Schools serve the same social functions as prisons and mental institutions- to define, classify, control, and regulate people.

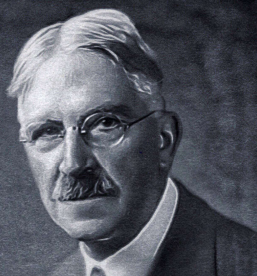
Michel Foucault

© iStockphoto

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### John Dewey (1859 – 1952)

**EDUCATION**  
is not preparation for life;  
**education is life itself.**  
John Dewey



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### The Benderly Boys



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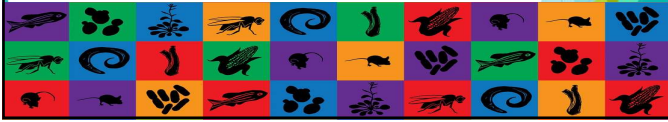


## What is a thriving organism?

An adaptation process has 3 core characteristics:

1. It preserves the DNA essential for a species' continued survival
2. It discards (regulates or rearranges) the DNA that no longer serves the species' needs
3. It creates DNA arrangements that give the species the ability to flourish in new ways and in more challenging environments

► Successful adaptations take the best from its history into the future.



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## Jon Woocher z"l

"How can we help Jews draw on and use their Jewishness to live more meaningful, fulfilling, responsible lives?"

Jonathan Woocher (z"l) in Rabbi Sid Schwarz's Jewish Megatrends



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## GLEANINGS

Dialogue on Jewish Education from The Davidson School



"For Jewish learning to be both meaningful and relevant it must empower Jews (and fellow travelers) to thrive – in their personal success and happiness, in being more socially connected to each other and their communities – and better equipped to make the world a better place."

David Bryfman in Gleanings, Spring, 2017



### Outcomes of Jewish Education

What do we hope to achieve from Jewish education? If we no longer view the ultimate goal of Jewish education as reducing intermarriage, then what are our desired outcomes? How does the dialogue about goals and outcomes play out in our multiple Jewish educational settings and in the relationship with the philanthropists who support Jewish education?

The William Davidson Graduate School of Jewish Education is the largest multidimensional school of Jewish education in North America, granting master's and doctoral degrees and providing professional development to educators currently in the field. Drawing upon cutting-edge thinking in both Jewish and general education, its pedagogy emphasizes experiential education, is informed by best practices and new developments in teaching and engagement leadership in a variety of educational settings.

**THE LEADERSHIP COMMUNITY**  
The Leadership Community is a project of The Davidson School dedicated to building educational leadership that works together to create a vibrant Jewish future.

- Leadership Institute
- Research and Design

Learn about our online MA program

JTS JEWISH THEOLOGICAL SEMINARY 2325 RIVER ST NEW YORK, NY 10035-3000

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### Generation Now

Understanding and Engaging Jewish Teens Today

### GenZ Now:

<https://www.jewishedproject.org/resources/generation-now>

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## 4 Core Questions

1. Who am I?
2. With whom and what am I connected?
3. To whom and for what am I responsible in this world?
4. How can I bring about change in this world?

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### Outcomes that Positively Impact the Lives of Jewish Teens

After extensive research and focus groups, The Jewish Education Project developed these 14 Jewish teen education & engagement outcomes in its role as host of the National Institute. The outcomes build on four core questions and are organized into eight dimensions—structured to be a helpful tool for professionals helping teens on their unique and unique journey.

Core Questions	8 Dimensions	Outcomes
Who am I?	Rein Adam (I Ching)	1. Jewish teens have a stronger sense of self.
	Rein Adam (I Ching)	2. Jewish teens feel a sense of pride about being Jewish.
	Rein Adam (I Ching)	3. Jewish teens have experiential learning that has been both challenging and educative.
	Rein Adam (I Ching)	4. Jewish teens have learned things that enable them to be more active participants in Jewish communities.
With whom and what am I connected?	Rein Adam (I Ching)	5. Jewish teens learn about and personally experience Jewish history and tradition.
	Rein Adam (I Ching)	6. Jewish teens establish strong friendships.
	Rein Adam (I Ching)	7. Jewish teens develop strong and healthy relationships with their families.
	Rein Adam (I Ching)	8. Jewish teens develop significant relationships with mentors, role models, and educators.
	Rein Adam (I Ching)	9. Jewish teens are able to express their values and ethics in relation to Jewish principles and wisdom.
To whom and for what am I responsible in this world?	Rein Adam (I Ching)	10. Jewish teens develop the capacity (skills and knowledge) that allow them to engage with and impact the world.
	Rein Adam (I Ching)	11. Jewish teens are connected to their Jewish communities.
	Rein Adam (I Ching)	12. Jewish teens develop the ability and commitment to be part of the Jewish people now and in the future.
	Rein Adam (I Ching)	13. Jewish teens develop a positive relationship to the land, people and State of Israel.
How can I bring about change in this world?	Rein Adam (I Ching)	14. Jewish teens are inspired and empowered to make a positive difference in various communities and social issues.

<https://www.jewishedproject.org/resources/generation-now>

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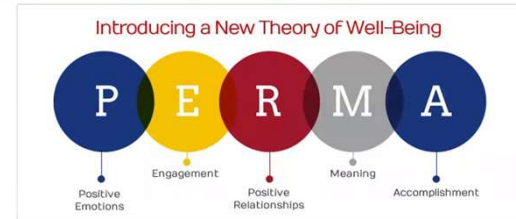
## Definitions

- ▶ **Thriving:** Thriving is the product of the pursuit and engagement of an authentic life that brings inner joy and happiness through meeting goals, being connected with life passions and people, and relishing in accomplishments through the peaks and valleys of life.  
- Adapted from Lynn Soots, "Flourishing" *The Positive Psychology People*
- ▶ **Jewish Education that leads to Thriving:** Jewish education that leads to thriving draws from mainstream scientific research and Jewish wisdom to allow learners to live a more meaningful, relationship-driven, and responsible life.  
- *The Jewish Education Project*



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## Seligman's PERMA Model



THUNDERBIRD | A unit of the ASU ecosystem

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## Thriving in Jewish Education

"People were not just saying that they wanted to smile – although smiling cannot be underestimated – they were explaining that they want these activities to provide them with joy and nourishment, with friendships and kinship, with relaxation and stimulation."

– *Generation Now Report 2016*

"The Jewish Education Project empowers educators and communal leader with the tools they need to help young people and their families thrive individually and collectively as Jews and global citizens."

– *The Jewish Education Project Vision Statement*

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## Is thriving a Jewish idea?

Each person has a Torah unique to that person, his or her innermost teaching. Some seem to know their Torahs very early in life and speak and sing them in a myriad of ways. Others spend their whole lives stammering, shaping and rehearsing them. Some are long, some are short. Some are intricate and poetic, others are only a few words, and still others can only be spoken through gesture and example. But every soul has a Torah. To hear another say Torah is a precious gift. For each soul, by the time of his or her final hour, the Torah is complete, the teaching done.

– Rabbi Lawrence Kushner, *God Was In This Place & I, I Did Not Know*

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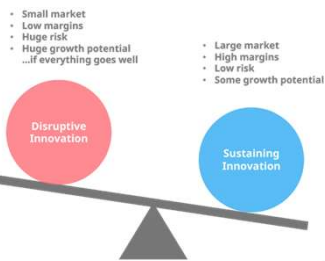


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### Disruptive versus Sustaining (Incremental) Innovation



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### What is the product that we are delivering (and even selling)?

Yesterday	Today and Tomorrow
1. Is it good for Judaism?	1. Will it help me to thrive?
2. Is it good for the Jewish institution?	2. Will it help connect me to other people, communities, or a transcendental power?
3. Is it good for Jews and/or the Jewish community?	3. Will it help make the world a better place?

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If you believe that these things are **ends** unto themselves...



Then this paradigm shift might not be for you...



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The purpose of education is...

#### Education

- ♦ The roles and norms that ensure the transmission of knowledge, values, and patterns of behavior from one generation to the next

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EDUCATION EITHER FUNCTIONS AS AN INSTRUMENT WHICH IS USED TO FACILITATE THE INTEGRATION OF THE YOUNGER GENERATION INTO THE LOGIC OF THE PRESENT SYSTEM AND BRING ABOUT CONFORMITY OR IT BECOMES THE PRACTICE OF FREEDOM, THE MEANS BY WHICH MEN AND WOMEN DEAL CRITICALLY AND CREATIVELY WITH REALITY AND DISCOVER HOW TO PARTICIPATE IN THE TRANSFORMATION OF THEIR WORLD.

—PAULO FREIRE, *PEDAGOGY OF THE OPPRESSED*

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If you believe that these things are either a means unto an end or that there are different ends in play...



Then this paradigm shift might be exactly what you're looking for...

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## What's really at stake in the "thriving in Jewish education" paradigm?

- ▶ Power and Authority
- ▶ Knowledge and Curriculum
- ▶ The "Bar and Bat Mitzvah" industry
- ▶ The membership model
- ▶ Pre-determined Outcomes
- ▶ **The very outcomes of Jewish education and therefore what it means to be Jewish in 2019.**



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## Why thriving and why now?

- ▶ We live in an era of choice
- ▶ People choose things that they value
- ▶ Human beings are increasingly interested in improving themselves
- ▶ Jews are increasingly universalists
- ▶ Jews are still proud to be Jewish
- ▶ There is a major need and desire to fix this world

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## Critiques of Thriving Paradigm

- ▶ Nothing Jewish about this
- ▶ Acquiescence to narcissism
- ▶ Further dumbing down Judaism
- ▶ Our people don't want change
- ▶ We don't have the educators for this
- ▶ I agree with you - our rabbi/presidents don't
- ▶ It's so individual and Judaism is about community
- ▶ Jews are a religion
- ▶ Nothing to pass down



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## Let's return to our graduate (s)...

- ▶ Does your ideal graduate still represent who you want to bring to your current students?
- ▶ Now let's choose 3 graduates to bring
- ▶ What other qualities do these people embody?
- ▶ What differences and diversity do these 3 alumni represent?



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## 3,2, 1

**Three** things I'm taking away

**Two** questions that I have

**One** person that I need to or would like to talk to about this

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