



The quality of every Mechon Hadar faculty is exceptional, and I knew I would be involved in meaningful learning regardless of who was facilitating a session. The institute offers Jewish educators the opportunity and gift of time and support for immersing ourselves in Torah and Talmud text study through the model of Chavruta Partnership. In this model of triangular relationships, the third, and not passive, entity is the text, and we learn together how to listen intently to the voice of the text, to each other, and form understandings and interpretations that uncover deeper and deeper meaning as well as questions. From Pirke Avot (5:22), Ben Bag Bag said: “Turn it, turn it for all is in it:.

בֵּן בֶּג בֶּג אוֹמֵר, הַפֶּךְ בָּהּ בָּהּ, דְּכֵלָּא בָּהּ

This summer’s overarching theme of study was social justice. In our study we explored various meanings as well as sources where the Hebrew word “ona’ah” occurs, and about our obligations to speak and act in ways that do not shame or take advantage of the stranger, of women, of merchants and clients, to name just a few examples that we encountered in our study. Following our morning text study, our afternoons were spent in learning about implementation of the pedagogy of chavruta in our classrooms, which is applicable across the curriculum, making it a perfect tool for our Yavneh vision of integration. I also participated in a group of Jewish school educators from Southern California, New Orleans, Minneapolis, and New York that discussed school standards and benchmarks for Jewish Studies. One of the riches of Mechon Hadar, is that it’s like being a part of an amazing family, for there are continued opportunities online to participate in seminars, online learning groups, and for accessing a wealth of resources. I am deeply grateful for this opportunity which was profoundly rewarding, both professionally and personally.