

# **IISHJ LEADERSHIP PROGRAMS**

## **Madrikh/a/Vegvayzer/Leader, Educator, Spokesperson**

### **2011**

The Institute Leadership programs develop individuals to be Secular Humanistic Jewish community leaders through academic study (seminars, questions, papers) as well as practical experience through tasks performed (fieldwork requirements) in relevant Areas of Expertise.

The Areas of Expertise are:

1. Educator or Educational Consultant (p2-3)
2. Philosophical Consultant or Spokesperson/Philosophical Counselor (p3-4)
3. Community Administrator (p5)
4. Festival Ceremonialist (ONLY for Leader/Madrikh(a)/Vegvayzer Program) (p6)
5. Life Cycle Ceremonialist (ONLY for Leader/Madrikh(a)/Vegvayzer Program) (p6)

**The Fieldwork Requirements for each Program are:**

**Leadership Program (6 tasks):**

- 1 task as Educational Consultant or Educator
- 1 task as Community Administrator
- 1 task as Festival Ceremonialist
- 1 task as Life Cycle Ceremonialist
- 1 task as Philosophical Consultant or Spokesperson
- 1 task as Philosophical Counselor

**Educator Program (4 tasks):**

- 1 task as Philosophical Consultant or Spokesperson/Counselor
- 1 task as Community Administrator
- 1 task as Educational Consultant
- 1 task as Educator

**Spokesperson Program (3 tasks):**

- 1 task as Community Administrator
- 1 task as Philosophical Consultant or Spokesperson
- 1 task as Philosophical Counselor

The supervision of all tasks is provided by the Professor of Professional Development (PPD). After completing four courses of their program, students should present a proposed plan for field work to be approved by the PPD. The PPD and Dean for North America are available for discussion of resources and options if the student encounters difficulties in completing a Task.

# TASKS FOR FULFILLMENT OF FIELDWORK REQUIREMENTS

## EDUCATIONAL CONSULTANT OR EDUCATOR

This area includes the understanding of and ability to:

- a) Prepare lesson plans
- b) Develop curriculum
- c) Incorporate childhood cognitive development milestones into educational programs
- d) Apply effective techniques for appreciating and involving the adult learner
- e) Teach the origins (roots), basic ideas and practices of Secular Humanistic Judaism
- f) Demonstrate the teaching of values through action

- **LEADERS CHOOSE ONE TASK FROM EITHER SECTION A OR B**
- **EDUCATORS CHOOSE ONE TASK FROM EACH OF SECTION A AND B**
- **SPOKESPERSON NOT REQUIRED TO COMPLETE TASKS FROM THIS AREA**

### **A. Educational Consultant:**

1. Create a series of goals and objectives (accompanied by necessary background information), and act in role of consultant in their implementation for a Secular Humanistic Judaism supplementary K-12 class. Choose **one [1]** grade for teaching any **one [1]** of the following:
  - a) Basic Ideas of Secular Humanistic Judaism
  - b) Roots of Secular Humanistic Judaism
  - c) The Secular Humanistic Jewish perspective of any period in Jewish history
  - d) A Secular Humanistic Jewish perspective of the literature and culture of any period in Jewish history (including those covered in the IISHJ seminars)
  - e) The evolution of and current Secular Humanistic Jewish beliefs and practices of the following festivals: *RoshHashana, Yom Kippur, Sukkot, Hanukka, Tu B'shvat, Purim, Pesakh, Shavuot, Shabbat*
  - f) The evolution of and current Secular Humanistic Jewish beliefs and practices of the following life cycles: *Birth, Bar/Bat Mitzvah, Marriage, Death*
2. Create a series of lectures (minimum four [4]), and act in role of consultant in implementation for an adult education class, for teaching any subject set forth in Item 1a)-f) above.
3. Create a proposal, and act in role of consultant in its implementation, for incorporating an ongoing (calendar year) *tzedaka*/social activism program in **one (1)** of the following:
  - a) The curriculum of all grades of a Secular Humanistic Judaism supplementary K-8 school
  - b) The curriculum of all grades of a Secular Humanistic Judaism supplementary high school
  - c) The annual programming of a Secular Humanistic Judaism adult/family organization
4. Become an active volunteer on or chair the group's youth or adult education committee for a period of one program year and provide written records of participation and actions.

### **B. Educator:**

1. Teach one of the courses listed in A.1 above to any Secular Humanistic Judaism supplementary K-12 class or SHJ adult education series class.

2. Teach one of the courses listed in A.2 above to any Secular Humanistic Judaism adult education series class.
3. Organize and execute an ongoing (calendar year) *tzedaka*/social activism program in either:
  - a) SHJ supplementary school or class, or
  - b) The SHJ adult/family organization.
4. Teach any Jewish subject from a SHJ perspective to any class/es at any Jewish day or supplementary school or a public elementary or high school that involves a minimum of four (4) class sessions.

## **PHILOSOPHICAL CONSULTANT OR SPOKESPERSON/ PHILOSOPHICAL COUNSELOR**

This area includes the understanding of and ability to:

- a) Present the Secular Humanistic Jewish philosophy
- b) Incorporate this philosophy in all types of community programming
- c) Serve as philosophical guide to the local Secular Humanistic Jewish community in matters

of:

- i. Basic ideas of Secular Humanistic Judaism
- ii. Practices consistent with the philosophy
- iii. The philosophies and practices of other Jewish denominations
- iv. Roots and evolution of Secular Humanistic Judaism

- **LEADERS CHOOSE ONE TASK FROM EACH OF SECTION C AND D**
- **EDUCATORS CHOOSE ONE TASK FROM SECTION C: 1-5 OR D:1**
- **SPOKESPERSONS CHOOSE TWO TASKS FROM SECTION C:5-9 OR D:1**

### **C. Philosophical Consultant or Spokesperson:**

1. Create and present to a Secular Humanistic Judaism supplementary K-8 or high school curriculum director a detailed proposal of the philosophical and ethical foundations upon which the school needs to build its curriculum and programming, and act as advisor for its implementation.
2. Create and present to a Jewish elementary or high school director a detailed proposal for incorporating the Secular Humanistic Jewish perspective into a comparative Judaism class, and act as advisor for its implementation.
3. Create and present to a public (secular) elementary or high school director a detailed proposal for incorporating the Secular Humanistic Jewish perspective into a comparative Judaism class, and act as advisor for its implementation.
4. Create and present to a Secular Humanistic Judaism adult/family/youth program director a detailed proposal for incorporating Secular Humanistic Jewish philosophy and ethics into **one (1)** of the following, and act as advisor for its implementation:
  - a) Any Secular Humanistic Judaism festival ceremony/program
  - b) Any Secular Humanistic Judaism life cycle ceremony
  - c) Any discussion series on a relevant Secular Humanistic Judaism subject

5. Create and present a detailed proposal to a leader in the larger Jewish community for integrating or establishing equal representation of the Secular Humanistic Jewish philosophical and ethical perspectives in Jewish governance, programming, marketing and public relations.
6. Volunteer on a relevant committee in the larger Jewish community where you can act as spokesperson for the Movement, for a period of one committee year and provide written records of participation and actions.
7. Participate as a speaker in at least **four (4)** presentations, lectures, or seminars to a non-Secular Humanistic Judaism audience regarding the philosophy, meaning, or practice of Secular Humanistic Judaism.
8. Develop and implement a training of the governing board of any Secular Humanistic Judaism group or organization to better understand and articulate Movement philosophy.
9. Respond in writing to **ten (10)** different articles or media presentations from a Secular Humanistic Jewish perspective or write **five (5)** articles about SHJ and submit to appropriate publications.

**D. Philosophical Counselor:**

1. Choose any **three (3)** of the following topics. Create guidelines containing Secular Humanistic Judaism philosophies or attitudes towards these topics. If you are in the **Leader Program**, counsel a person, couple, family or community on those **three (3)** topics either on your own or by accompanying a Secular Humanistic rabbi or ordained Leader (if available) as apprentice during counseling. If you are in the **Educator or Spokesperson Program**, write and submit for publication articles on those issues to any local or national SHJ publication:
  - a) Circumcision and baby naming
  - b) The value of a Jewish education for children
  - c) The value of SHJ home rituals
  - d) The value of SHJ community rituals
  - e) A SHJ celebration of coming of age
  - f) A SHJ celebration of a relationship commitment
  - g) Intermarriage and weddings
  - h) Raising children in an inter-cultural home
  - i) Dying with dignity and aid in dying
  - j) A SHJ funeral or memorial or monument/tree dedication
  
2. Undertake to be the/a Group representative to visit the ill and recovering, attend funerals, *shivahs*, and public honorings of members of the Group for a period of **one (1)** calendar year. Report fully on what you did, detailing, in depth, the counseling experience in **five (5)** cases. List all tasks accomplished during the year, and comment, in general, on the counseling experience, including challenges and achievements.

## COMMUNITY ADMINISTRATOR

This area includes skills/knowledge of basic ideas/practices of Secular Humanistic Judaism regarding:

- a. Accounting and/or non-profit organization accounting practices
- b. Personnel management
- c. Community and public relations
- d. Publicity, marketing and promotion
- f. Fundraising/development strategies
- g. Volunteerism: recruitment, retention, recognition
- h. Membership: growth models
- i. Organizational planning and procedures
- j. Secular Humanistic Jewish community structures
- k. Non-profit organizational systems and structures
- L. Devising and implementing mission and vision statements

- **LEADERS CHOOSE ONE TASK FROM SECTION E**
- **EDUCATORS CHOOSE ONE TASK FROM SECTION E**
- **SPOKESPERSONS CHOOSE ONE TASK FROM SECTION E**

### **E. Community Administrator:**

1. Volunteer for and actively participate in the operation of any local, national, or international Movement governing body or business or programming sub-committee for at least one year and provide written records of participation and actions.
2. Create a detailed policy and operational procedures manual for the student's affiliated community group, enabling efficient communication and co-operation at and between all levels of the organization. This procedures manual is to include, but not be limited to the following:
  - a) Membership: recruitment, retention, volunteer recruitment systems
  - b) Administrative: staff, hiring procedures (including job descriptions for staff), record keeping systems, financial (budget, reporting, oversight) and legal procedures
  - c) Board: job descriptions for all volunteer directors/officers/chairs, board process, decision-making process, communication with the Jewish community and the organizations of the Secular Humanistic Judaism Movement.
3. Create an advertising and marketing and publicity plan for a community for one year, assuming a \$5,000 budget. The plan should include, but not be limited to, the following:
  - a) Print, internet, radio advertising
  - b) Ads for each media type
  - c) Media placement and schedule
  - d) Word of mouth campaign
  - e) Development of an inquiry follow-up system
4. Create a publicity plan for a community for one year.
  - a) Write ten (10) press releases.
  - b) Create schedule and media sources for press release distribution.
  - c) Develop a follow-up system for press releases
  - d) Develop and pitch three feature stories to Jewish or secular media.
  - e) Proposals for community Website
  - f) Proposals for Youtube promotions

## **FESTIVAL CEREMONIALIST**

**(THIS AREA APPLIES TO LEADER/MADRIKH/A/VEGVAYZER PROGRAM ONLY)**

This area includes the understanding of and ability to create, coordinate and/or present Secular Humanistic Jewish holiday celebrations, including:

- a) Ceremonial writing
- b) Public speaking
- c) Leading the community's ceremony
- d) Philosophical guidance in matters concerning:
  - i) Historical roots and traditional Jewish observances of festivals
  - ii) Basic ideas of Secular Humanistic Judaism (SHJ) and appropriate use in celebrations/events.

• **LEADERS CHOOSE ONE TASK FROM SECTION F**

### **F. Festival Ceremonialist**

1. Create, coordinate and deliver for the Group or the Group's school, an original or new compilation of a SHJ ceremony for any Jewish festival or commemoration.
2. Create/deliver for the larger Jewish community, an SHJ celebration of any Jewish festival or event.
3. Volunteer on or chair the Group's festival committee for a period of one (1) program year, providing written records of such participation and actions, and actively participate in leading at least two SHJ festivals and/or commemorations for the Group.

## **LIFE CYCLE CEREMONIALIST**

**(THIS AREA APPLIES TO LEADER/MADRIKH/A/VEGVAYZER PROGRAM ONLY)**

This area includes the understanding of and ability to:

1. Create, coordinate and deliver a Secular Humanistic Jewish life cycle ceremony including:
  - i. Ceremonial writing
  - ii. Leading/officiating
  - iii. Philosophical guidance in matters concerning:
    - a. Historical roots and traditional Jewish observances of festivals and life cycles;
    - b. Basic ideas of Secular Humanistic Judaism and their appropriate application to our celebrations and observances.
    - c. The Secular Humanistic Jewish approach to life cycles
    - c. Issues of conflict between the couple or families

• **LEADERS CHOOSE ONE TASK FROM SECTION G**

### **G. Life-Cycle Ceremonialist**

1. Create for the Group – a life cycle sampler of original or new compilations of at least **four (4)** of the **following ceremonies**: baby naming; *bar/bat mitzvah*; Secular Humanistic Jewish wedding or intercultural wedding; funeral and interment or scattering; memorial; adult adoption into/acceptance of Jewishness/Judaism.
2. Accompany/assist Secular Humanistic rabbi or ordained Leader (if available) during intake, coordination, writing and delivery of **each of**: baby-naming; *mitzvah* ceremony; wedding; funeral.