SEC MENTORSHIP

M² believes that Jewish educators must themselves be learning and developing in order to inspire others to do the same. Participants of the Senior Educators Cohort (SEC) are on a growth journey toward becoming ever-increasingly intentional Jewish educators.

Mentorship furthers M²'s mission to advance the field of experiential Jewish education by supporting educators holistically. While SEC provides excellent knowledge, language, skills and tools to impact your work, mentorship offers a longer-term personal investment in you so that you are able to fully leverage what you learn during your fellowship.

As a result of the mentorship experience, each participant will have the opportunity to explore areas and new skills. They will understand the M² approach to experiential Jewish education, explore its effective application, expand their unique strengths and capacities, and be prepared to continuously express in action the values and vision that drive them in their work. Mentorship has been designed to ensure that:

> Fellows utilize what they learn at M² and recognize its impact on the formation of Jewish identity.

> Fellows possess confidence to apply their skillset in and across multiple and diverse settings.

> Fellows are motivated and engaged by their work.

> Fellows demonstrate a strong sense of professional pride.

> Fellows exhibit prolonged and diverse career paths.

THREE AREAS OF MENTORSHIP

There are three areas that mentorship focuses on: Professional Knowledge, Professional Identity and Professional Context. Participants will focus on one, two or a combination of all three areas based on the goals they and their mentor set.

> Professional Knowledge

Mentorship as it relates to Professional Knowledge is designed to help educators integrate the M² experience, e.g. philosophy, methodology, content, and approach into ones' work practice both at the time an educator is in SEC and afterwards when an educator may even switch roles or organizations. Sample questions that are addressed in this category include:

1. What is experiential Jewish education?
2. What do these concepts include and why?
3. What is the M² approach to experiential Jewish education and how can I implement the concepts and methods in my profession to have the greatest impact in my work?

> Professional Identity

Professional identity encompasses the core elements that are key to one's professional growth in the field of experiential Jewish education. This includes defining one's purpose and educational vision, cultivating an internal voice, articulating signature pedagogies, building confidence, practicing self-care, becoming a reflective practitioner, recognizing the impact of one's work, and potentially more. Professional identity also includes career trajectory and professional alignment, recognizing that professional goals shift and change over time. Sample questions that are addressed in this category include:

1. Why dedicate my professional life to Jewish education and where will my professional journey lead me?
2. Where do my greatest strengths and passions lie, and are they in alignment?
3. Where do my professional presence and leadership skills need developing?
4. Where is my career leading and what does it take to get there?

> Professional Context

The Professional Context refers to an educator's ability to implement their professional knowledge and realize their professional identity in a specific organizational context. This includes tactical issues such as organizational and leadership support, role definition, communication and consensus, supervision and management, change management and space for community collaboration. Professional contexts may be limited to a specific role or organization and therefore require short-term, first-order change. Sample questions that are addressed in this category include:

1. Where are leadership gaps that are preventing me from making an even stronger impact in my role?

2. What are the workplace culture issues that I need to address in order for my learners to be more successful?

3. How do I address the supervisory and management gaps in my organization that negatively affect my work?

4. What external factors impact or obstruct my ability to implement my professional knowledge and realize my professional identity?

SMART GOALS

In Ella and Koby's examples, you'll notice that their goals were written according to the **SMART goals format**. SMART is an acronym for Specific, Measurable, Actionable, Realistic and Timely, and is a helpful method to sharpen the focus, direction and achievability of your goals. This model can be a foundation of your 10-month mentorship.

> Specific (simple, sensible, significant): What specifically do you want to achieve and why?

> Measurable (meaningful, motivating): When you have succeeded, what will you be able to do differently that will enhance your professional impact? Or, when you have succeeded, what will it look like?

> Actionable (agreed, attainable): What M² resources will help you to create, broaden, deepen, and/or change your areas of growth?

> Realistic (reasonable, resourced, results-based): How will you make space in your current routine or schedule to accomplish this goal? What changes will you make?

> Timely (time-based, time limited/cost limited, time-sensitive): When can you begin and complete your progress in achieving this goal? What milestones are you setting along the way?

Please think of three professional areas you would like to develop and/or further strengthen by articulating three SMART goals, thereby maximizing your work potential and performance. You can find a template to use to help you formulate your SMART goals at the back of this booklet.

PROCESS OF MENTORSHIP

Seminar I

At Seminar I, you will learn with and from M² faculty and alumni, guest educators and professionals, and one another. You will be divided into small groups called 'Mentor Groups' which will meet for the duration of the fellowship. Your mentor groups will provide you with a framework to process M² content. At each seminar, your mentor group will meet a total of three times and you will have a 1:1 with your mentor.

→ Between Seminars I and II

You will have monthly 1:1s with your mentor. You will drive the agenda based on your goals.

Your mentor group will also meet up twice virtually where you will present your work from the *Ani Ma'amin*: Capstone project to each other.

Seminar II

You will continue to meet with your mentor group and have a 1:1 with your mentor.

→ Between Seminars II and III

You will have monthly 1:1s with your mentor and deepen your work in relation to your goals.

Seminar III

You will cotinute to meet with your mentor group and have a 1:1 with your mentor.

GETTING THE MOST OUT OF MENTORSHIP

M² offers the resources of mentor groups because we believe that having ongoing support from outstanding educators and coaching is a gift that offers lifelong transformation.

To succeed, we recommend that you:

> Approach the process with intentionality, an open mind and deep curiosity.

> Be honest with yourself and those who are supporting you. The more open and honest – about progress, uncertainties and questions – the more helpful we can be.

> In advance of your first mentorship session, think about a few desired areas of growth in this process. Be as specific as possible.

> Prepare for meetings by setting aside 10 minutes before a meeting starts in order to be ready and present for the conversation.

> Honor the time that mentors and coaches are giving by preparing, being present and adhering to designated times and deadlines.

> Be curious about your mentor. Ask them for their stories, and what they offer to participants. Above all, enjoy this truly unique opportunity to transform yourself.

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MY SMART GOALS

SMART goals are one way for you to identify which skills you would like to work on with your mentor. Use the template below to articulate your goals.

Goal #1

Specific: What specifically do you want to achieve and why?

Measurable: When you have succeeded, what will you be able to do differently that will enhance your professional impact? Or, when you have succeeded, what will it look like?

Actionable: What M² resources will help you to create, broaden, deepen, and/or change your areas of growth?

Realistic: How will you make space in your current routine or schedule to accomplish this goal? What changes will you make?

Timely: When can you begin and complete your progress in achieving this goal? What milestones are you setting along the way?